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ABSTRACT

This teaching guide is designed for eleventh- or twelfth-grade consumer, homemaking, and occupational child care students in Oklahoma. This in-depth study is designed to provide basic knowledge of child development and to develop skills ncecssary to care for children. In this volume attention is focused on employment in child care occupations, ways children develop, child health, first aid and nutrition, and information and activities in guiding children's behavior and meeting the needs of special age groups. These topics are covered in 16 units, which are organized into 5 sections, in a standard format developed for use in Oklahoma in 1970. This format includes eight basic components which form a unit of instruction: performance objectives, suggested activities for the teacher, information sheets, assignment sheets, job sheets, transparency masters, tests, and answers to tests and assignment sheets. Each unit of instruction is based on the performance needed for successful employment in an occupational area. The materials are developed for use in an eighteen-week in-depth course offering or in a four-semester occupational child care program. Materials are suitable for duplication and hand-out to students; or a student version is available. (KC)

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OK 8/13304

VOCATIONAL HOME ECONOMICS EDUCATION

CHILD CARE
VOLUME I

ED212840

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Child Care: Volume I

Written by
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1975

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Curriculum and Instructional Materials Center

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CHILD CARE: VOLUME I

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FOREWORD

We believe the most effective way to improve vocational education is through the development and utilization of a good, sound instructional materials delivery system. We feel that *Child Care: Volume I* will expedite program uniformity, set minimum program standards, and provide means for higher levels of student and teacher accountability in this state.

Child Care: Volume I is designed for eleventh- or twelfth-grade consumer and homemaking and occupational child care students. This in-depth study is designed to provide basic knowledge of child development and to develop skills necessary to care for children. In Volume I, attention is focused on employment in child care occupations, ways children develop, child health, first aid and nutrition, plus providing information and activities in guiding children's behavior and meeting the needs of special age groups.

The instructional materials in *Child Care: Volume I* are developed for use in an eighteen-week in-depth course offering or in a four semester occupational child care program. It is believed that this in-depth curriculum will afford each home economics teacher an opportunity to increase students' skills for possible employment in this area. As teachers use these materials in the classroom, the individual student will be better prepared to assume the multi-roles demanded as wage earner, homemaker, and consumer. It is our belief that the total vocational home economics program will become more effective through its use.

Francis T. Tuttle, Director
Oklahoma State Department of Vocational
and Technical Education

Joyce Thompson, State Supervisor
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PREFACE

More and more children are being cared for outside the home--a result of today's economy, rising divorce rates, and increasing numbers of children being born. Because increased numbers of children require care, new employment opportunities are available in child-care-related occupations.

The basic purpose of *Child Care: Volume I* is to provide content and "hands-on" experience for students that will form a foundation of knowledge and skills. This foundation will enable students to successfully fulfill familial roles, care for children, and enter the job market in a child-care-related occupation. This child care text is unlike any other. It is a labor of love . . . the result of a committee of people dedicated to preparing future children's caregivers for their new roles.

Child Care: Volume I is intended to serve as a basic core from which teachers can motivate, localize, and personalize to teach a one-semester or four-semester course to eleventh- or twelfth-grade students.

Child Care: Volume I represents a stockpile of information and experiences. As new and experienced teachers share this wealth with each group of students, it is hoped each will remember:

Caring for children, our own or those belonging to others--it matters not which, for the influence we have as caregivers will always be a part of those children with whom we have shared a part of our lives. Let the influence we have on "our" children always be reflected as positive and good.

Debbie Truitt Goodman, Curriculum Writer
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Ginn and Company Lexington, Massachusetts	Bennett Publishing Company Peoria, Illinois

A special tribute is offered to my six-year-old daughter, Michelle, who since four weeks of age, has been provided child care. It is through my experiences and hers that I became totally committed to the development of this manual. To my husband, Wallace, I offer my thanks for continued support and unselfish patience during the writing of this manual. To the staff of the *Nowata Daily Star*, I give a big thanks for their continual encouragement.

USE OF THIS PUBLICATION

Instructional Units

Child Care: Volume I includes five sections and sixteen instructional units. A standard format was established in 1970 for the development of instructional materials for all Oklahoma vocational teachers. This format includes eight basic components which form a unit of instruction: performance objectives, suggested activities for the teacher, information sheets, assignment sheets, job sheets, transparency masters, tests, and answers to tests and assignment sheets. Depending on the specific objectives, transparency masters, assignment sheets, and job sheets may or may not be included in the unit of instruction.

All of the unit components "zero in" on measurable and observable learning outcomes. Teachers are encouraged to supplement, personalize, localize, and motivate with these materials in order to develop a complete teaching-learning process.

Units of instruction are designed for use in more than one lesson or class period of instruction. Careful study of each unit of instruction by the teacher will help him or her determine the following

A. Amount of material that can be covered in each class period
B. Skills which must be demonstrated
  1. Supplies and equipment needed
  2. Amount of practice needed
  3. Amount of class time needed for demonstrations
C. Supplementary materials, such as pamphlets and filmstrips, that must be ordered
D. Resource people who must be contacted

Performance Objectives (white pages)

Each unit of instruction is based on the performance needed for successful employment in an occupational area. Performance objectives are stated in two forms: unit objectives, stating the subject matter to be covered in a unit of instruction, and specific objectives, stating the student performance necessary to reach the unit objective.

Since the objectives of the unit provide direction for the teaching-learning process, it is important that teachers and students have a common understanding of the intent of the objectives. Following is a list of performance terms, their meanings, and behavioral synonyms which may have been used in this material.

A. Name--The individual supplies a name for objects, events, or people

Behavioral synonyms: Label, list, letter, record, reiterate, repeat, write

B. Identify--The individual selects a named, described, or pictured object by pointing to it, touching it, picking it up, or selecting it

Behavioral synonyms: Select, mark, match, choose, judge

C. State a rule--The individual communicates a relationship or principle which could be used to solve problems or perform a task

D. Apply a rule--The individual supplies an answer to a problem by using a stated relationship or principle

Behavioral synonyms: Solve, calculate

E. Describe--The individual relates sufficient characteristics or properties of an object or event so that a second individual will be able to state what is being discussed

Behavioral synonyms: Define, discuss, interpret, recite, tell how, tell what happens when

F. Distinguish--The individual selects an object or event from two or more which are easily confused

Behavioral synonyms: Discriminate, differentiate

G. Order--The individual arranges three or more objects or events in a sequence based on a stated property

Behavioral synonyms: Arrange, sequence, list in order, classify, divide, isolate, sort

H. Construct--The individual makes a physical object, a verbal statement, or a drawing

(NOTE: Construct is used when the finished product or result is important.)

Behavioral synonyms: Draw, make, build, design, formulate, reproduce, transcribe, convert, put together, compile

I. Demonstrate--The individual performs several operations necessary to carry out a specified process

(NOTE: *Demonstrate* is used when it is desirable to watch the student perform a task, one of the highest levels of student performance.)

Behavioral synonyms: Show your work, show procedure, perform an experiment, perform the steps, operate, remove, replace, turn off/on, (dis) assemble, (dis) connect

The objectives should be provided for students and stressed throughout the teaching-learning process. This will help answer any questions concerning performance requirements for each instructional unit. The objectives can also help determine teaching strategies and instructional methods. Prepare for each unit by deciding how each objective can best be taught.

The objective sheet may be also used as a quick pretest to determine prior knowledge of students and to determine whether further study or activities are necessary. Teachers should feel free to modify, delete, or add objectives in order to meet the needs of the students and community. When changes in objectives are made, the teacher should remember to supply the needed information, assignment and/or job sheets, and criterion test items.

Suggested Activities (pink pages)

This component is included only in teacher material. The suggested activities page assists teachers during the preparation stage of the teaching-learning process by providing suggestions for delivery and/or presentation during the instructional process. Read the suggested activities before teaching the units so that supplemental materials can be obtained, audiovisual materials prepared, and outside resources contacted. Duties of the teacher will vary according to the particular unit.

The references that are listed are ones used in the development of each unit. They should be used by the teacher to supplement knowledge of the subject area or to help students with particular interests or occupational objectives in the area covered.

Information Sheet (green pages)

The information sheet provides "must know" content essential for meeting the cognitive (knowledge level) objectives of the unit. The information is written in a topical outline form and is keyed to the specific objectives.

Teachers will find that the information sheet serves as an excellent guide for presenting background knowledge necessary to develop the skills specified in the unit objective. The information sheet may also be used for coordination activities and advisory committees.

Students should read the information sheet before the information is discussed in class. Space is provided in margins for students and teachers to add notes that supplement, localize, personalize, or provide motivation for each unit.

Transparency Masters (white pages in teacher material and green in student material)

Transparency masters provide information in a special way. The students may see as well as hear the material being presented, thus reinforcing the learning process. Transparencies may present new information or they may reinforce information presented in the information sheet. They are particularly effective when identification is necessary.

Transparencies should be made and placed in the notebook where they will be immediately available for use. Transparencies direct the class's attention to the topic of discussion. It is recommended that teachers stand away from the overhead projector when discussing transparency material to avoid speaking too loudly.

Assignment Sheets (brown pages)

Assignment sheets give students a chance at problem solving, self-assessment, and/or practical experience with the information. They assist students in the application of knowledges which are necessary prerequisites to skill development. These may be given to the student for completion in class or used for homework assignments. Answer sheets are provided, when appropriate, and can be used by the student and/or teacher for checking student progress.

Job Sheets (blue pages)

Job sheets are another important segment of a unit of instruction. The job sheets provide a list of equipment, tools, and materials needed to complete a manipulative or psychomotor skill. They describe a step-by-step procedure needed to complete each task or job. Diagrams, photographs, and illustrations are provided to assist students in achieving the skill.

A teacher should demonstrate to students the procedures outlined in each job sheet. Furthermore, the teacher needs to localize the job sheet accordingly to the equipment and supplies available in the local lab or shop situation. Job sheets also furnish potential employers with a picture of the skills being taught and the performances they might reasonably expect from a person who has had this vocational instruction.

Tests (yellow pages)

This component provides criterion-referenced evaluation of every objective listed in the unit of instruction. It is crucial to note that both paper/pencil and performance objectives must be evaluated.

The tests may be written or oral. It is recommended that the tests be divided into shorter tests covering three or four objectives at a time and given soon after those objectives have been covered. A selection of questions from the units covered may be used for final tests at the end of each term if desired. If objectives have been added, deleted, or modified, be sure to make the changes on the test.

The acceptable response on a unit test--eighty-five percent in most units--may be raised or lowered to fit the topic or students' ability levels. The percentage applies to the overall score, not to each question. The final unit grade should be obtained by using the paper/pencil score along with teacher evaluations of student demonstrations of the desired skills.

Answers to Test and Assignment Sheets (pink pages)

These components are designed to assist the teacher in evaluation of student performances.

Page Numbering

Each publication from the Curriculum and Instructional Materials Center is assigned a specific abbreviation. For example, *Child Care: Volume I* has been abbreviated *CC I*. The units are then numbered consecutively within each section. An example of a page number is CC I - 1-A. Because CIMC publications are loose-leaf, this system of page numbering was adopted so that pages from different manuals would not get mixed up.

Methods of Disseminating Material

Material may be given out a unit or page at a time to keep the material before the students always new. Some teachers ask students to furnish a three-ring binder for the units while studying a particular unit. This is more convenient for taking the materials home to study. Each unit is then placed in the larger binders upon its completion. The large binders may be purchased at cost from the CIMC. Some teachers have stored the materials by units in filing cabinets or boxes until needed for use. All the units may be given out at once if desired.

Student materials should be provided for each student for best results. Student materials contain everything but the test answers, answers to assignment sheets, and suggested activities. The tests are collated at the back of student material and should be removed and stored until needed. Students should be allowed to take their materials home at the end of the year.

Teaching Methods

It is a challenge to keep students motivated. Supplement the objectives by providing the "why," personal experiences, and current information. Prepare for each unit by deciding how each objective can best be taught. Allow students to become involved in preparing and planning.

EMPLOYMENT IN CHILD CARE OCCUPATIONS
UNIT I

UNIT OBJECTIVE

After completing this unit, the student should be able to locate opportunities for employment and evaluate a child care occupation. This knowledge will be shown by completing assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with employment in child care occupations to the correct definitions.
2. List employment opportunities in child care occupations.
3. Distinguish between advantages and disadvantages of employment in child care occupations.
4. Select from a list types of training available for child care occupations.
5. Select from a list personal qualities needed for employment in child care occupations.
6. Locate child care employment opportunities.
7. Determine personal qualities and training or education required for employment in child care occupations.
8. Evaluate a child care occupation.
9. Determine competencies required to earn a Child Development Associate (C.D.A.) credential.

EMPLOYMENT IN CHILD CARE OCCUPATIONS
UNIT I

SUGGESTED ACTIVITIES

I. Suggested activities

A. Order films, filmstrips, or other materials planned to supplement unit.

1. Filmstrip teaching kit--*Careers in Child Care and Youth Guidance.* Four filmstrips, four cassettes, and one teachers guide, Maclean Hunter Learning Resources, 1975. Available for purchase from Maclean Hunter Learning Resources, 708 Third Avenue, New York, New York 10017.

(NOTE: The following materials will supplement unit and assist students in completing Assignment Sheet #2.)

2. *Occupational Outlook Handbook.* Available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

3. *VIEW (Vital Information for Education and Work).* Available from Oklahoma VIEW Program, Oklahoma State Department of Vocational and Technical Education, 1515 West Sixth Avenue, Stillwater, Oklahoma 74074.

B. Provide students with objective sheet.

C. Provide students with information and assignment sheets.

D. Discuss unit and specific objectives.

E. Discuss information and assignment sheets.

F. Adapt materials for special needs students.

G. Make arrangements or collect information for a career corner to assist students in completion of Assignment Sheet #2.

H. Arrange for panel of persons employed in child care occupations to discuss their jobs as well as advantages and disadvantages of such employment to assist students in completion of Assignment Sheet #3.

I. Allow students to complete Assignment Sheet #1 as a home project.

J. Assist students in arranging "shadowing" experiences throughout the semester. Students should "shadow" a number of individuals with a variety of jobs. This should give students an overview of child care occupations.

K. Assist students in arranging for interviews necessary to complete Assignment Sheet #3.

SUGGESTED ACTIVITIES

L. Arrange a tour of a child care facility available in the area. Students can observe children as well as a variety of jobs within the center.

M. Obtain information to assist students in completion of Assignment Sheet #4. Information can be ordered from Bank Street College, National Credentialing Program, 1341 G Street, N.W., Suite 802, Washington, D.C. 20005; or call 1-800-424-4310 or 1-202-638-6656.

N. Give test.

O. Reteach if necessary.

II. Instructional materials

A. Objective sheet

B. Suggested activities

C. Information sheet

D. Assignment sheets

1. Assignment Sheet #1--Locate Child Care Employment Opportunities
2. Assignment Sheet #2--Determine Personal Qualities and Training or Education Required for Employment in Child Care Occupations
3. Assignment Sheet #3--Evaluate a Child Care Occupation
4. Assignment Sheet #4--Determine Competencies Required to Earn a Child Development Associate (C.D.A.) Credential

E. Answers to assignment sheets

F. Test

G. Answers to test

III. Unit references

A. Feingold, Norman S., and Swerdloff, Sol. *Occupations and Careers.* St. Louis: Webster Div./McGraw-Hill Book Co., 1969.

B. *Oklahoma VIEW Notebook.* Stillwater, Oklahoma: State Department of Vocational and Technical Education/Research and Evaluation Division, 1980.

C. *Dictionary of Occupational Titles (DOT).* 4th ed. Washington, D.C.: Superintendent of Documents/U.S. Government Printing Office, 1977.

SUGGESTED ACTIVITIES

D. Paolucci, Beatrice; Faiola, Theodore; and Thompson, Patricia. *Personal Perspectives.* 2nd ed. New York: Webster Div./McGraw-Hill Book Co., 1978.

E. Draper, Mary Wanda, and Draper, Henry E. *Caring for Children.* Peoria, Illinois: Chas. A. Bennett Co., Inc., 1979.

F. McFarland, Marilyn Kay, and Knoll, Marialyce. *Exploring Careers in Child Care.* Bloomington, Illinois: McKnight Publishing Company, 1974.

G. Feldman, Beverly Neuer. *Jobs: Careers Serving Children and Youth.* Los Angeles: Till Press, 1978.

H. Jacoby, G. Polly. *Preparing for a Home Economics Career.* New York: Gregg Div./McGraw-Hill Book Company, 1979.

I. Seaver, Judith W.; Cartwright, Carol A.; Ward, Cecelia B.; and Heasley, C. Annette. *Careers with Young Children: Making Your Decision.* Washington, D.C.: National Association for the Education of Young Children, 1979.

J Atlanta Public Schools. *Competency Based Child Care and Development Occupations.* Washington, D.C.: U.S. Government Printing Office, 1974.

K. Benson, Ann. *Occupational Child Development.* rev. ed. Stillwater, Oklahoma: Mid-America Vocational Curriculum Consortium, 1975.

EMPLOYMENT IN CHILD CARE OCCUPATIONS
UNIT I

INFORMATION SHEET

I. Terms and definitions

A. Job entry--Occupations available with beginning level of responsibility and pay; essential skills or training obtained on the job

B. Job ready--Occupations available with increased responsibility and pay; technical skills obtained through experience or advanced training

C. Professional and managerial--Occupations available usually at the highest level of responsibility and pay; special knowledge obtained through education, experience, or other advanced training

D. Pediatrics--Branch of medicine that deals with growth and development of the child through adolescence; cares for, treats, or prevents diseases, injuries, or defects

E. Entrepreneur--Person who organizes, manages, and assumes the risks of a business for profit

(NOTE: This person is usually the owner of a business.)

F. Child Development Associate (C.D.A.)--Person able to meet specific needs of a group of children in a child development setting by nurturing the children's physical, social, emotional, and intellectual growth; establishing and maintaining a proper child care environment; and promoting good relations between parents and child development center

G. C.D.A. Program--National effort funded by the Department of Human Services to improve the quality and effectiveness of care provided for three- to five-year-old children in a number of settings

H. C.D.A. training--Professional development through which trainee and trainer work together to help the trainee master C.D.A. competencies

II. Employment opportunities in child care occupations (Assignment Sheet #1)

(NOTE: The following listings are only samples.)

JOB ENTRY	JOB READY	PROFESSIONAL OR MANAGERIAL
Child care aide Babysitter Teacher's aide Foster parent Homemaker's aide Church nursery attendant Children's storyteller Children's art instructor Children's puppeteer	Assistant teacher Instructional aide Caregiver, infant care center Pediatric nurse's aide Childbirth educator Children's music teacher Publisher of children's books	Child care center owner, operator, manager, coordinator, or director Nurse Physician/pediatrician Pedodontist (NOTE: A pedodontist is a dentist who works only on children.)

INFORMATION SHEET

JOB ENTRY	JOB READY	PROFESSIONAL OR MANAGERIAL
Children's gymnastics or dance instructor House parent in halfway house or institution Recreation center assistant Salesperson in toy store or clothing store Tutor School crossing guard Children's party caterer Van or transportation driver Toymaker Children's zoo attendant Children's art museum guide Toy repairer Receptionist in pediatrician's office Children's book or magazine author Children's book or magazine artist Children's photographer Children's clothing designer Children's toy designer Children's theatre worker Singer or writer of songs for records for children Camp counselor Children's bookstore employee Special needs child care aide Live-in companion Entertainer at children's parties Children's clothing maker Children's toy store owner Restaurant helper EXAMPLE: Children's birthday party helper Cook's aide Assistant cook Camp cook Child care center cook School lunchroom worker Headstart cook Child's dental assistant Custodian Headstart aide (NOTE: Headstart is a federally funded program to help disadvantaged preschoolers catch up with their peers.)	Producer of children's television shows and commercials Playground helper Child care teaching assistant Scouts camp ranger Child care teacher Practical nurse Bus driver Hair stylist Social service aide	Dietitian Social work assistant Counselor Librarian State certified teacher Child psychologist Psychiatrist Dietetic assistant Dental hygienist Special education teacher Recreation supervisor Scouting field director Scouting, director of field services Scouting, director of camping Scouting council executive director Scouting council assistant director Early childhood education consultant Physical therapist Audiometrist (NOTE: This person measures hearing.) Speech pathologist High school vocational and technical school child care instructor College or university child development professor Child development consultant Licensing evaluator Researcher Child care center designer Child care playground and recreation center designer Music teacher Probation officer Occupational therapist 4-H agent or county extension director Elementary school principal Adoption social worker Headstart teacher "Friend of the Court" counselor Psychometrist (NOTE: This person tests and evaluates tests for mental measurement.)

INFORMATION SHEET

III. Advantages and disadvantages of employment in child care occupations (Assignment Sheet #3)

- A. Advantages
    1. Jobs may lead to lifelong careers
    2. Jobs are available in any location
    3. Advancement opportunities are available
    4. Part-time jobs are usually available, allowing flexible working hours
    5. Fringe benefits are available
    6. Opportunity for self-employment is available
    7. Opportunity to become an entrepreneur is available
- B. Disadvantages
    1. Working on shifts, weekends, and holidays may be required
    2. Hard physical labor may be involved
    3. Working under pressure occurs at times

       EXAMPLES: Trying to meet the needs of several children at one time; supervising a variety of activities at one time
    4. Pay does not always reflect education, time, energy or effort required on the job

IV. Types of training available for child care occupations (Assignment Sheets #2 and #4)

- A. Vocational

  EXAMPLES: High school; area vocational-technical school; technical institute
- B. Private

  EXAMPLES: Technical institute; trade school
- C. College and university

  EXAMPLES: Two-year program; four-year program; graduate program

INFORMATION SHEET

V. Personal qualities needed for employment in child care occupations (Assignment Sheet #2)

   A. Concern for children

   B. Sense of humor

   C. Ability to work with parents

   D. Ability to work with people

      EXAMPLES: Co-workers; supervisor

   E. Reliability

   F. Good physical health

   G. Ability to work under pressure

   H. Good health habits

   I. Patience

   J. Dependability and loyalty

   K. Pleasant personality

   L. Clean and neat appearance

   M. Stamina

   N. Ability to follow and give instructions

CC I - 11-A

EMPLOYMENT IN CHILD CARE OCCUPATIONS
UNIT I

ASSIGNMENT SHEET #1–LOCATE CHILD CARE EMPLOYMENT OPPORTUNITIES

NAME ____________________ SCORE ____________

Qualified personnel are needed in the field of child care. Career opportunities exist for people with almost any educational background, training, interest, or skill. With increasing demands for child care, many career opportunities exist for interested individuals who are willing to prepare for the responsibilities and tasks involved in caring for children.

Survey your area and list five child-care-related businesses that serve as possible employment sources. Also, list positions/opportunities that exist at each business.

EXAMPLES: Child care homes; church nursery; child care center; hospital; private homes; kindergarten; Headstart programs; community, park, and recreation programs; and after-school programs for school-age children

NAME OF BUSINESS	EMPLOYMENT OPPORTUNITIES
A.	
B.	

ASSIGNMENT SHEET #1

NAME OF BUSINESS	EMPLOYMENT OPPORTUNITIES
C.	
D.	
E.	

EMPLOYMENT IN CHILD CARE OCCUPATIONS
UNIT I

ASSIGNMENT SHEET #2--DETERMINE PERSONAL QUALITIES AND TRAINING OR EDUCATION REQUIRED FOR EMPLOYMENT IN CHILD CARE OCCUPATIONS

NAME ______________________________ SCORE ________________

Getting a job that is right for your personality, training, and education is a challenge. Use resources such as actual personal interviews, the *Dictionary of Occupational Titles*, VIEW materials, *Occupational Outlook Handbook*, textbooks, and newspapers to determine personal qualities and training or education required for seven child care occupations of your choice. Use this information as you consider employment in child care occupations.

OCCUPATION	PERSONAL QUALITIES	TRAINING OR EDUCATION
A.		
B.		
C.		

ASSIGNMENT SHEET #2

OCCUPATION	PERSONAL QUALITIES	TRAINING OR EDUCATION
D.		
E.		
F.		
G.		

EMPLOYMENT IN CHILD CARE OCCUPATIONS
UNIT I

ASSIGNMENT SHEET #3--EVALUATE A CHILD CARE OCCUPATION

NAME______________________________ SCORE________________________

Select a child care occupation that interests you; either arrange for an interview with a person who is employed in that job, or spend the day observing this person to obtain answers to the following questions.

A. What is your job title?____

B. What are your job responsibilities?____________________________________

____

____

____

C. What training is necessary for your job?_________________________________

____

____

____

D. What personal qualifications are necessary for your job?____________________

____

____

____

E. What education is necessary for your job?________________________________

____

____

F. What are the advantages of this occupation?______________________________

____

____

____

____

ASSIGNMENT SHEET #3

G. What are the disadvantages of this occupation? ______

H. What are the working conditions like in this occupation? ______

I. What job opportunities are there in this city and the surrounding area for this job?

J. What is the approximate starting salary and benefits? ______

What salary increases can be expected? ______

K. What advice would you give a person considering this career? ______

ASSIGNMENT SHEET #3

Based on the information obtained, would you still consider this occupation as a future career?

____

Explain your answer.

____

____

____

____

____

EMPLOYMENT IN CHILD CARE OCCUPATIONS
UNIT I

ASSIGNMENT SHEET #4--DETERMINE COMPETENCIES REQUIRED TO EARN A CHILD DEVELOPMENT ASSOCIATE (C.D.A.) CREDENTIAL

NAME________________________________ SCORE____________________

The C.D.A. program is a national effort to improve child care. Obtain information available on the C.D.A. credential. Use this information as you complete the questions that follow.

A. How can one receive a C.D.A. credential?____________________

B. What benefits does one obtain with a C.D.A. credential?____________________

C. What competencies are required to earn a C.D.A. Credential?____________________

EMPLOYMENT IN CHILD CARE OCCUPATIONS
UNIT I

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1--Evaluated to the satisfaction of the instructor

Assignment Sheet #2--Evaluated to the satisfaction of the instructor

Assignment Sheet #3--Evaluated to the satisfaction of the instructor

Assignment Sheet #4--Evaluated to the satisfaction of the instructor

EMPLOYMENT IN CHILD CARE OCCUPATIONS
UNIT I

TEST

NAME________________________________ SCORE________________

1. Match terms associated with employment in child care occupations to the correct definitions. Write the correct numbers in the blanks provided.

_____a. Occupations available usually at the highest level of responsibility and pay; special knowledge obtained through education, experience, or other advanced training

_____b. Occupations available with beginning level of responsibility and pay; essential skills or training obtained on the job

_____c. Branch of medicine that deals with growth and development of the child through adolescence; cares for, treats or prevents diseases, injuries, or defects

_____d. Occupations available with increased responsibility and pay; technical skills obtained through experience or advanced training

_____e. Person who organizes, manages, and assumes the risks of a business for profit

_____f. Professional development through which trainee and trainer work together to help the trainee master C.D.A. competencies

_____g. Person able to meet specific needs of a group of children in a child development setting by nurturing the children's physical, social, emotional, and intellectual growth; establishing and maintaining a proper child care environment; and promoting good relations between parents and child development center

_____h. National effort funded by the Department of Human Services to improve the quality and effectiveness of care provided for three- to five-year-old children in a number of settings

1. Job entry
2. Job ready
3. Professional and managerial
4. Pediatrics
5. Entrepreneur
6. C.D.A. Program
7. Child Development Associate (C.D.A.)
8. C.D.A. training

TEST

2. List five of each of the following employment opportunities in child care occupations.

   a. Job entry

      1) ____________________

      2) ____________________

      3) ____________________

      4) ____________________

      5) ____________________

   b. Job ready

      1) ____________________

      2) ____________________

      3) ____________________

      4) ____________________

      5) ____________________

   c. Professional and managerial

      1) ____________________

      2) ____________________

      3) ____________________

      4) ____________________

      5) ____________________

3. Distinguish between advantages (A) and disadvantages (D) of employment in child care occupations. Write the correct letters in the blanks provided.

   _____a. Hard physical labor may be involved

   _____b. Jobs are available in any location

   _____c. Jobs may lead to lifelong careers

   _____d. Opportunity for self-employment is available

   _____e. Working under pressure occurs at times

   _____f. Opportunity to become an entrepreneur is available

   _____g. Pay does not always reflect education, time, energy, or effort required on the job

TEST

4. Select from the following list types of training available for child care occupations. Write an "X" in the blanks before the correct answers.

_____a. Elementary

_____b. Vocational

_____c. College and university

_____d. Private

_____e. Play school

5. Select from the following list personal qualities needed for employment in child care occupations. Write an "X" in the blanks before the correct answers.

_____a. Concern for children

_____b. Sense of humor

_____c. Good background

_____d. Ability to work with parents

_____e. Large wardrobe

_____f. Have brothers or sisters

_____g. Ability to work with people

_____h. Good health habits

_____i. Ability to follow and give instructions

_____j. Pleasant personality

(NOTE: Test questions 6 through 9 are assignment sheets. They are an important part of this unit. If they have not been completed, check with your instructor.)

6. Locate child care employment opportunities.

7. Determine personal qualities and training or education required for employment in child care occupations.

8. Evaluate a child care occupation.

9. Determine competencies required to earn a Child Development Associate (C.D.A.) credential.

EMPLOYMENT IN CHILD CARE OCCUPATIONS
UNIT I

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The points designated in parentheses are intended to be guidelines and should be adapted to meet the needs of each teaching-learning process. The point total is 200.)

1. (16 points)

   a. 3
   b. 1
   c. 4
   d. 2
   e. 5
   f. 8
   g. 7
   h. 6

2. (15 points)

   a. Any five of the following:

      1) Child care aide
      2) Babysitter
      3) Teacher's aide
      4) Foster parent
      5) Homemaker's aide
      6) Church nursery attendant
      7) Children's storyteller
      8) Children's art instructor
      9) Children's puppeteer
      10) Children's gymnastics or dance instructor
      11) House parent in halfway house or institution
      12) Recreation center assistant
      13) Salesperson in toy store or clothing store
      14) Tutor
      15) School crossing guard
      16) Children's party caterer
      17) Van or transportation driver
      18) Toymaker
      19) Children's zoo attendant
      20) Children's art museum guide
      21) Toy repairer
      22) Receptionist in pediatrician's office
      23) Children's book or magazine author
      24) Children's book or magazine artist
      25) Children's photographer
      26) Children's clothing designer
      27) Children's toy designer
      28) Children's theatre worker
      29) Singer or writer of songs for records for children

ANSWERS TO TEST

30) Camp counselor
31) Children's bookstore employee
32) Special needs child care aide
33) Live-in companion
34) Entertainer at children's parties
35) Children's clothing maker
36) Children's toy store owner
37) Restaurant helper
38) Cook's aide
39) Assistant cook
40) Camp cook
41) Child care center cook
42) School lunchroom worker
43) Headstart cook
44) Child's dental assistant
45) Custodian
46) Headstart aide

b. Any five of the following:

1) Assistant teacher
2) Instructional aide
3) Caregiver, infant care center
4) Pediatric nurse's aide
5) Childbirth educator
6) Children's music teacher
7) Publisher of children's books
8) Producer of children's television shows and commercials
9) Playground helper
10) Child care teaching assistant
11) Scouts camp ranger
12) Child care teacher
13) Practical nurse
14) Bus driver
15) Hair stylist
16) Social service aide

c. Any five of the following:

1) Child care center owner, operator, manager, coordinator, or director
2) Nurse
3) Physician/pediatrician
4) Pedodontist
5) Dietitian
6) Social work assistant
7) Counselor
8) Librarian
9) State certified teacher
10) Child psychologist
11) Psychiatrist
12) Dietetic assistant
13) Dental hygienist
14) Special education teacher
15) Recreation supervisor

ANSWERS TO TEST

16) Scouting field director
17) Scouting, director of field services
18) Scouting director of camping
19) Scouting council executive director
20) Scouting council assistant director
21) Early childhood education consultant
22) Physical therapist
23) Audiometrist
24) Speech pathologist
25) High school vocational and technical school child care instructor
26) College or university child development professor
27) Child development consultant
28) Licensing evaluator
29) Researcher
30) Child care center designer
31) Child care playground and recreation center designer
32) Music teacher
33) Probation officer
34) Occupational therapist
35) 4-H agent or county extension director
36) Elementary school principal
37) Adoption social worker
38) Headstart teacher
39) "Friend of the Court" counselor
40) Psychometrist

3. (14 points)

   a. D
   b. A
   c. A
   d. A
   e. D
   f. A
   g. D

4. (10 points)

   b, c, d

5. (20 points)

   a, b, d, g, h, i, j

6. Evaluated to the satisfaction of the instructor (30 points)
7. Evaluated to the satisfaction of the instructor (35 points)
8. Evaluated to the satisfaction of the instructor (35 points)
9. Evaluated to the satisfaction of the instructor (25 points)

CAREER PLANNING
UNIT II

UNIT OBJECTIVE

After completing this unit, the student should be able to make a child care career plan. This knowledge will be shown by completing assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with career planning to the correct definitions.
2. Select from a list factors to consider when choosing a career.
3. Select from a list benefits of setting career goals.
4. State ways to achieve career goals.
5. List personal satisfactions achieved through employment in child care occupations.
6. State reasons for membership in professional child care and related organizations.
7. Examine values and wants.
8. Chart personal goals.
9. Examine job interests.
10. Make a career plan for child care occupations.

CAREER PLANNING
UNIT II

SUGGESTED ACTIVITIES

I. Suggested activities

   A. Order films, filmstrips, and games planned to supplement unit.

   B. Make transparency.

   C. Provide students with objective sheet.

   D. Provide students with information and assignment sheets.

   E. Discuss unit and specific objectives.

   F. Discuss information and assignment sheets.

   G. Adapt materials for special needs students.

   H. Play "Block Stacking Game" to introduce objective three.

      1. Have students set goals concerning how many blocks they can stack in one minute. Sugar cubes or other "stackable" items may be used if blocks are not available. A rule of thumb is to have ten to fifteen blocks per person.

      2. Set a time limit for each round, usually one minute, although this may vary to fit your schedule and number of blocks.

      3. Score the process as follows.

         a. Add 10 points for each block if the goal is reached.

         b. Add 5 points for each block above the stated goal.

         c. Subtract 5 points for each block if the goal is not achieved.

      4. Repeat the process until realistic goals are achieved. For variety, have the students set team goals as well as individual goals.

      5. Include the following teaching points in the game.

         a. Are some goals too low? Too high?

         b. Does experience help set realistic goals?

         c. Is it always your fault if goals are not achieved?

         d. What should a person do when failure occurs?

         e. Do some people give up too easily?

SUGGESTED ACTIVITIES

f. Are some people afraid to take a risk?

g. Can more be accomplished as a group if time is allowed for delegation?

h. Is enthusiasm important?

I. Have students write down goals, fold them, and seal them to insure privacy. Return the goals to the students in six weeks to see if they achieved their goals. You might suggest that the students also write their goals on index cards and carry them in their purse, wallet, or pocket to remind them of their goals. This could be done as part of Assignment Sheet #2.

J. Arrange for a career counselor from your high school or area vocational-technical school to discuss career planning. This resource person might be used as the unit is being introduced.

K. Have students arrange for a panel of representatives from local, state, or national professional child care organizations. Have panel members discuss the purposes and functions of their various organizations, as well as reasons for becoming members. Also, have panel members mention membership costs in each of their respective organizations.

L. Begin a publications file on professional child care and related organizations.

EXAMPLES: Newsletters; pamphlets; news articles; brochures and magazine articles

M. Use Transparency #1 as an idea for a bulletin board.

N. Have students individually select and attend a professional child care meeting.

O. Have students clip child care job listings from newspapers. Use these in designing a bulletin board.

P. Give test.

Q. Reteach, if necessary.

II. Instructional materials

A. Objective sheet

B. Suggested activities

C. Information sheet

D. Transparency master: TM #1--Child Care Career Ladder

SUGGESTED ACTIVITIES

E. Assignment sheets
   1. Assignment Sheet #1--Examine Values and Wants
   2. Assignment Sheet #2--Chart Personal Goals
   3. Assignment Sheet #3--Examine Job Interests
   4. Assignment Sheet #4--Make a Career Plan for Child Care Occupations

F. Answers to assignment sheets

G. Test

H. Answers to test

III. Unit references

A. Sawatzky, Joyce. *Family Living.* Stillwater, Oklahoma: State Department of Vocational and Technical Education/Curriculum and Instructional Mater-Materials Center, 1978.

B. Nelson, Frank W. *Group Instruction for Cooperative Programs.* Stillwater, Oklahoma: State Department of Vocational and Technical Education/ Curriculum and Instructional Materials Center, 1978.

C. Seaver, Judith W.; Cartwright, Carol A.; Ward, Cecelia B.; and Heasley, C. Annette. *Careers with Young Children: Making Your Decision.* Washington D.C.: National Association for the Education of Young Children, 1979.

D. Feingold, Norman S., and Swerdloff, Sol. *Occupations and Careers.* St. Louis: Webster Division/McGraw-Hill Book Co., 1969.

E. Paolucci, Beatrice; Fajola, Theodore; and Thompson, Patricia. *Personal Perspectives.* 2nd ed. New York: Webster Division/McGraw-Hill Book Co., 1978.

F. Terrass, Joyce J., and Comfort, Carolyn Holman. *Teaching Occupational Home Economics.* Peoria, Illinois: Chas. A. Bennett Co., Inc., 1979.

CAREER PLANNING
UNIT II

INFORMATION SHEET

I. Terms and definitions

A. Career--Progress a person makes toward his or her occupational goal

(NOTE: Your career plan may include a variety of jobs, occupations, and professions.)

B. Goal--Objective a person plans to achieve

C. Value--Personal belief that tells a person what is desirable and worthwhile

(NOTE: Your values help you decide what is important and help you to determine what choices to make in your everyday life.)

D. Ability--Power to do a task or skill

(NOTE: Abilities may be physical or mental.)

E. Skill--Ability to do a job well

F. Interest--Something a person enjoys

EXAMPLES: Work; attending a football game

II. Factors to consider when choosing a career (Assignment Sheets #1, #2, and #3)

A. Personal abilities

B. Personal qualities

C. Future goals

D. Interests

E. Job skills

F. Standards, values, and morals

III. Benefits of setting career goals (Assignment Sheet #2)

A. Gives direction and purpose to actions

B. Lets person know when she or he has achieved success

C. Helps bring about desired conditions

D. Creates self-confidence

(NOTE: Self-confidence is achieved through experiencing a series of successes.)

INFORMATION SHEET

IV. Ways to achieve career goals (Transparency #1; Assignment Sheet #4)

   A. Make plans

   B. Accept entry-level employment with hope of moving up the career ladder

   C. Acquire education or training

   D. Take advantage of opportunities

   EXAMPLES: Work for promotions, advancements, and pay increases

   E. Be ambitious

   F. Maintain good character records

   EXAMPLES: Be on time to work; have good attendance

   G. Assume responsibility

   EXAMPLES: Take on more job responsibilities; assume new roles willingly

   H. Maintain good environment

   EXAMPLES: Associate with friends who encourage the achievement of higher goals; maintain good relations with family members

   I. Be flexible

   (NOTE: A person may have to move to advance in a career.)

   J. Be willing to make sacrifices

   EXAMPLE: Postpone a house purchase or put off getting married until your education is complete

   K. Be patient

   EXAMPLE: Stay with your first job and seek advancement instead of taking another job that pays a little more

   L. Face reality

   M. Have a positive outlook on life

V. Personal satisfactions achieved through employment in child care occupations

   A. Provides opportunity to help children learn and adjust to life

   B. Gain understanding of the developmental growth of children

   C. Gives personal satisfaction

   D. Helps in accepting individual differences in children

INFORMATION SHEET

E. Provides income

F. Helps in understanding self

VI. Reasons for membership in professional child care and related organizations

EXAMPLES: American Home Economics Association; American Vocational Association; Parents and Teachers of Young Children, Association for Childhood Education International; Day Care Council of America, Incorporated; National Association for Education of Young Children; Southern Association on Children Under Six

A. Provides stronger voice to speak for children

B. Serves as a source of information for policy makers

C. Publishes newsletters, journals, and other publications

D. Sponsors technical updates and inservice training

EXAMPLES: Workshops, conferences, and meetings

E. Provides medium for sharing information and materials

EXAMPLES: Resource library; personal exchange; network

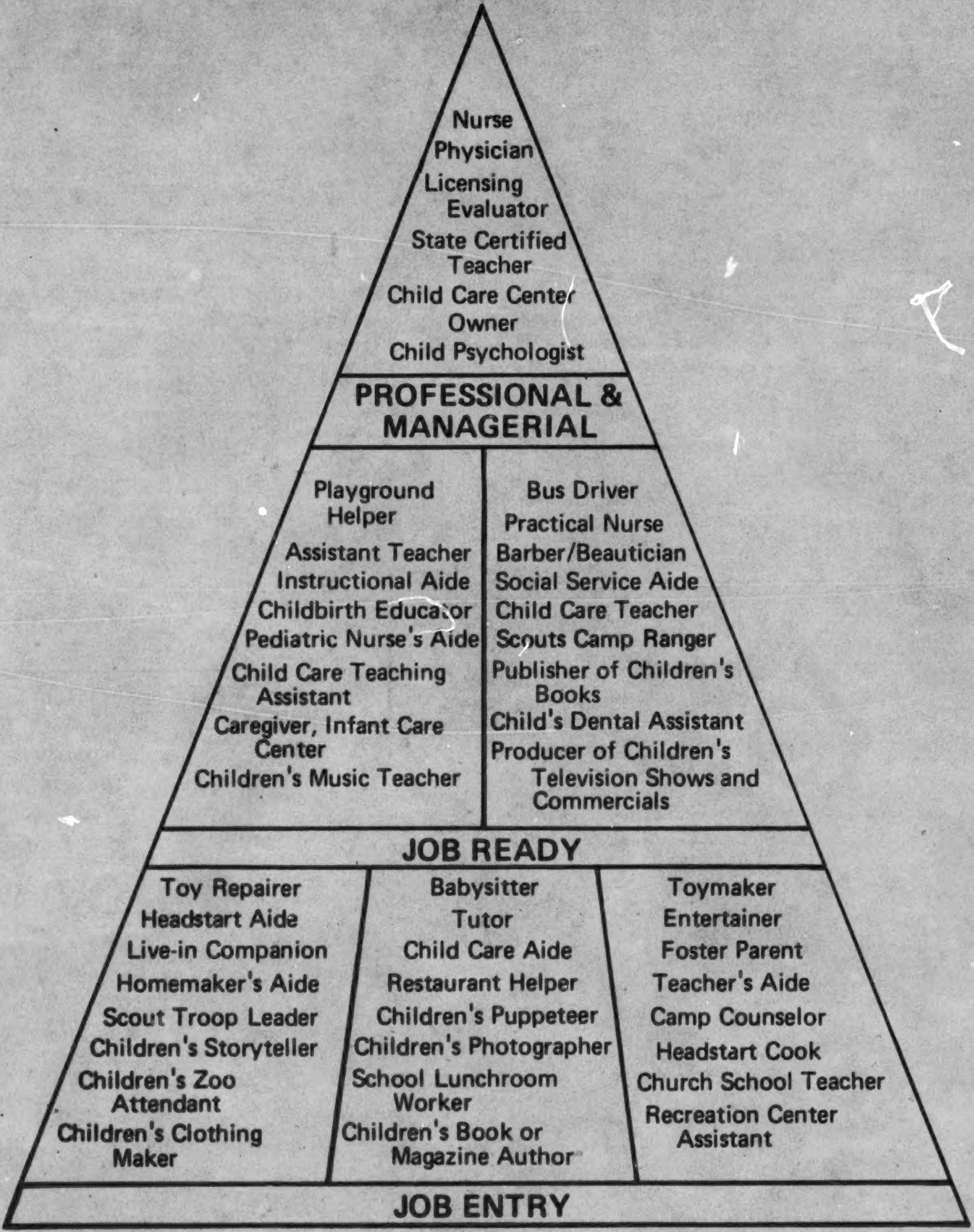
F. Improves public image of child-care occupations

G. Provides "support" system

(NOTE: Membership provides opportunity for interaction with other members, as well as providing training and resources.)

H. Enhances self-image of child-care worker

Child Care Career Ladder



Nurse
Physician
Licensing Evaluator
State Certified Teacher
Child Care Center Owner
Child Psychologist

PROFESSIONAL & MANAGERIAL

Playground Helper
Assistant Teacher
Instructional Aide
Childbirth Educator
Pediatric Nurse's Aide
Child Care Teaching Assistant
Caregiver, Infant Care Center
Children's Music Teacher

Bus Driver
Practical Nurse
Barber/Beautician
Social Service Aide
Child Care Teacher
Scouts Camp Ranger
Publisher of Children's Books
Child's Dental Assistant
Producer of Children's Television Shows and Commercials

JOB READY

Toy Repairer
Headstart Aide
Live-in Companion
Homemaker's Aide
Scout Troop Leader
Children's Storyteller
Children's Zoo Attendant
Children's Clothing Maker

Babysitter
Tutor
Child Care Aide
Restaurant Helper
Children's Puppeteer
Children's Photographer
School Lunchroom Worker
Children's Book or Magazine Author

Toymaker
Entertainer
Foster Parent
Teacher's Aide
Camp Counselor
Headstart Cook
Church School Teacher
Recreation Center Assistant

JOB ENTRY

CAREER PLANNING
UNIT II

ASSIGNMENT SHEET #1--EXAMINE VALUES AND WANTS

NAME______________________________ SCORE ______________

PART I

In ten minutes, list twenty things you like to do. It will be easy at first, but the last few items will take some serious thought. The list may include big things, little things, or seasonal things. List the items on the chart that follows.

(NOTE: The teacher will not look at your list unless you request it.)

EXAMPLES:
1. Go to football games
2. Cook special meals
3. Read

ASSIGNMENT SHEET #1

	A.	B.	C.	D.	E.	F.	G.	H.	I.	J.
20 Things I Like To Do...	$	A or P	O or I	N or W	S or F	H or T	M	L	C	1–5
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										
11.										
12.										
13.										
14.										
15.										
16.										
17.										
18.										
19.										
20.										

ASSIGNMENT SHEET #1

In the columns following each item . . .

A. Place a dollar sign by all the items which cost more than five dollars each time they are done.

B. Place an "A" by all items which you prefer to do alone and a "P" by all items which you prefer to do with other people. There may be some items which include both an "A" and a "P."

C. Place an "O" by all things which are usually done outside and an "I" by all items done inside.

D. Place an "N" by all items you would not have listed three years ago and a "W" by those things you think you will still want to do ten years from now.

E. Place an "S" by things you like to do some of the time or just occasionally. Place an "F" by those things you would like to do frequently.

F. Place an "H" by those things which require some physical activity, such as working with your hands. Place a "T" by those things which require more thinking skill than manipulation.

EXAMPLES: Reading and talking versus working on motors, styling hair, or riding horses

G. Place an "M" by those things which usually require or are aided by being a member of an organization.

EXAMPLES: Country club; union; church; civic or professional organization

H. Place an "L" by those things which require travel over 100 miles from home in order to do.

EXAMPLES: Skiing, attending a university; going to a live theater; hunting

I. Place a "C" by those things you would want your children to do.

(NOTE: You may want to make up some other ways to categorize your list.)

J. Number the five most important things, with number one being the best loved activity, number two the second best, and so on. What does this tell you about yourself?

ASSIGNMENT SHEET #1

PART II

Analyze your answers.

A. What do your answers tell you about yourself?

B. Does this have any meaning as far as the kind of career you might select?

C. Does this tell you anything about how to prepare for that kind of life?

D. Does this tell you anything about the location you prefer?

EXAMPLES: Large city; country; near beach

E. Is it possible to satisfy some needs through your family life or recreational activities?

F. What benefits can you receive from this vocational program that will help you achieve what you want?

G. What future training will be needed to achieve your future goals?

CAREER PLANNING
UNIT II

ASSIGNMENT SHEET #2--CHART PERSONAL GOALS

NAME ______________________________ SCORE ________________

Goals are actions we intend to do. There are two kinds of goals according to the time span in which you plan to achieve them: these are short-term and long-term goals.

A short-term goal could be set for a day, a week, or a month. Any objective you can accomplish in a year's time is called a short-term goal. An example of a short-term goal could be to get an "A" in this course.

Long-term goals take more time to achieve than short-term goals. Any objective that takes more than a year's time to accomplish is a long-term goal. An example of a long-term goal could be to graduate from a community college. Another example could be to become a child care director in five years.

Short-term and long-term goals will help you get ahead in life and in a career.

PART I

You can do more and better things when you set goals. No company ever made a profit without goals. Businesses set goals for five, ten, and even fifteen years ahead. Each year and each month businesses set short-term goals to help reach the long-term goals. Businesses do not leave the future to chance. Do you?

A. List three things you want to do next week from most important to least important.

Goal #1: ______________________________

Goal #2: ______________________________

Goal #3: ______________________________

ASSIGNMENT SHEET #2

B. Plan your week so that Goal #1, your first priority, gets the most amount of time, thought, and energy. Complete the following planning log. This log should plan ways that time is to be spent working to accomplish Goal #1.

PLANNING LOG

DAY	AMOUNT OF TIME	ACTIVITIES
MONDAY		
TUESDAY		
WEDNESDAY		
THURSDAY		
FRIDAY		
SATURDAY		
SUNDAY		

ASSIGNMENT SHEET #2

C. Keep a daily diary of actual time and activities related to accomplishing Goal #1. This diary will be used to complete the remainder of this assignment sheet. This type of time and activity logging is often required in many jobs.

LOG

DAY	AMOUNT OF TIME	ACTIVITIES
MONDAY		
TUESDAY		
WEDNESDAY		
THURSDAY		
FRIDAY		
SATURDAY		
SUNDAY		

ASSIGNMENT SHEET #2

PART II

A. Study the daily diary you just completed. How much time was spent achieving Goal #1?

____

B. Do you feel that enough time was dedicated to this goal? ________________

Explain your answer. ______________________________

____

____

____

____

C. Were there other activities that you could have completed that would assist you in achieving your goal?

____

If so, what would these activities have been? __________________

____

____

____

____

PART III

Goals cannot be achieved if they are never set. Chart your goals using the "My Goals" chart that follows. Be sure to include goals related to your present and future careers.

ASSIGNMENT SHEET #2

MY GOALS

Set your goals; some of these may be tentative--some may be definite. Continue to re-evaluate the amount of time, energy, and thought you give to achieving your goals.

Goals	School	Work	Interests and/or Hobbies	Others
Short-Term Goals Today, this week, or this month				
Long-Term Goals Next semester				
Next year				
Two years				
Five years				
Ten years				

Think about these goals and how they fit together. Try to select the goal that seems most important to you right now and work it out in more detail on another sheet of paper. Set your priorities on short-term goals. Re-evaluate the amount of time you give to your most important goals.

CAREER PLANNING
UNIT II

ASSIGNMENT SHEET #3--EXAMINE JOB INTERESTS

NAME______________________________ SCORE ______________

What kind of job would you like to have and how important is it to you? Indicate the degree of importance you would personally attach to each item. Check VI (Very Important), I (Important), UI (Unimportant), or VU (Very Unimportant) in the blanks to the left of each job satisfaction/reward. Use this information as you answer summary questions that follow.

VI	I	UI	VU	JOB SATISFACTIONS/REWARDS
				Ability Utilization. I could do something that makes use of my abilities.
				Achievement. The job could give me a feeling of accomplishment.
				Activity. I could be busy all the time.
				Advancement. The job would provide an opportunity for advancement.
				Authority. I could tell people what to do.
				Company Policies and Practices. The company would carry out its policies fairly.
				Compensation. My pay would compare well with that of other workers.
				Co-workers. It would be easy to make friends with my co-workers.
				Creavity. I could try out some of my own ideas.
				Independence. I could work alone on the job.
				Moral Values. I could do the work without feeling that it is morally wrong.
				Recognition. I could get recognition for the work I do.
				Responsibility. I could make decisions on my own.
				Security. The job would provide steady employment.
				Social Service. I could do things for other people.
				Social Status. I could be respected in the community.

ASSIGNMENT SHEET #3

VI	I	UI	VU	JOB SATISFACTIONS/REWARDS
				Supervision/Human Relations. My boss would back up the employees.
				Supervision/Technical. My boss would train employees well.
				Variety. I could do something different every day.
				Working Conditions. The job would have good working conditions.

A. Study the chart that you have just completed. What satisfactions and rewards did you check as very important?

____

____

____

B. What satisfactions and rewards did you check as very unimportant? ______________

____

____

____

C. How does this information relate to career planning and job interests? ____________

____

____

____

____

Adapted from an activity developed by Mary Klaurens, Lorraine Hansen, and W. Wesley Tennyson. *Satisfactions and Rewards of Work: A Career Resource Guide*. St. Paul: Pupil Personnel Services Section, Minnesota State Department of Education, 1972.

CAREER PLANNING
UNIT II

ASSIGNMENT SHEET #4--MAKE A CAREER PLAN FOR CHILD CARE OCCUPATIONS

NAME______________________________ SCORE______________

It is not too early to prepare yourself for a career. You have studied your own values, wants, and goals. You have also examined job interests. Use the information compiled in previous assignment sheets as you plan for a chosen child care occupation.

A. What is your ultimate child-care career goal?

(NOTE: This goal may not be achieved in the near future. Additional education, training, and work experiences will probably be necessary before this goal can be achieved.)

____

B. In what ways does this career choice meet your values, wants, personal goals, and job interests?

____

____

____

____

____

____

____

____

C. What are your plans for achieving this career goal?

1. What subjects in high school could you enroll in that would help you reach your career goal?

____

____

____

____

____

ASSIGNMENT SHEET #4

2. What education and training will be needed to help you achieve your career goal?

____

____

____

____

3. What work experiences could you have that would assist you in achieving your career goal?

(NOTE: These work experiences may be volunteer work or part-time entry-level jobs.)

____

____

____

____

D. How long do you estimate it will take you to reach your ultimate child-care career goal?

EXAMPLES: 10 years, 15 years

____

E. What salary do you expect to earn when you reach your ultimate child-care career goal?

____

F. What benefits do you hope to receive by reaching your ultimate child-care career goal?

____

____

____

____

G. What things might happen in your life to prevent you from achieving your ultimate child care goal?

____

____

CAREER PLANNING
UNIT II

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1--Evaluated to the satisfaction of the instructor

Assignment Sheet #2--Evaluated to the satisfaction of the instructor

Assignment Sheet #3--Evaluated to the satisfaction of the instructor

Assignment Sheet #4--Evaluated to the satisfaction of the instructor

CAREER PLANNING
UNIT II

TEST

NAME_______________________ SCORE _______________

1. Match the terms associated with career planning to the correct definitions. Write the correct numbers in the blanks.

_____a. Something a person enjoys

_____b. Progress a person makes toward his or her occupational goal

_____c. Ability to do a job well

_____d. Objective a person plans to achieve

_____e. Power to do a task or skill

_____f. Personal belief that tells a person what is desirable and worthwhile

1. Career
2. Goal
3. Value
4. Ability
5. Skill
6. Interest

2. Select from the following list factors to consider when choosing a career. Write an "X" in the blanks before the correct answers.

_____a. Health

_____b. Interests

_____c. Future goals

_____d. Height

_____e. Standards, values, and morals

_____f. Job skills

_____g. Personality

_____h. Personal abilities

_____i. Weight

_____j. Personal qualities

TEST

3. Select from the following list benefits of setting career goals. Write an "X" in the blanks before the correct answers.

_____a. Helps bring about desired conditions

_____b. Lets person know when she or he has achieved success

_____c. Restricts a person's life

_____d. Gives direction and purpose to actions

_____e. Creates self-confidence

4. State six ways to achieve career goals.

a. ____________________

b. ____________________

c. ____________________

d. ____________________

e. ____________________

f. ____________________

5. List three personal satisfactions achieved through employment in child care occupations.

a. ____________________

____

b. ____________________

____

c. ____________________

____

6. State four reasons for membership in professional child care and related organizations.

a. ____________________

b. ____________________

c. ____________________

d. ____________________

TEST

(NOTE: The assignment sheets are an important part of this unit; they are listed as test questions 7, 8, 9, and 10. If they have not been completed, check with your instructor.

7. Examine values and wants.
8. Chart personal goals.
9. Examine job interests.
10. Make a career plan for child care occupations.

CAREER PLANNING
UNIT II

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The points designated in parentheses are intended to be guidelines and should be adapted to meet the needs of each teaching-learning process. The point total is 150.)

1. (12 points)
    a. 6
    b. 1
    c. 5
    d. 2
    e. 4
    f. 3
2. (20 points)

    b, c, e, f, h, j
3. (10 points)

    a, b, d, e
4. (6 points)

    Any six of the following:

    a. Make plans
    b. Accept entry-level employment with hope of moving up the career ladder
    c. Acquire education or training
    d. Take advantage of opportunities
    e. Be ambitious
    f. Maintain good character records
    g. Assume responsibility
    h. Maintain good environment
    i. Be flexible
    j. Be willing to make sacrifices

ANSWERS TO TEST

- k. Be patient
- l. Face reality
- m. Have a positive outlook on life

5. (3 points)

Any three of the following:

- a. Provides opportunity to help children learn and adjust to life
- b. Gain understanding of the developmental growth of children
- c. Gives personal satisfaction
- d. Helps in accepting individual differences in children
- e. Provides income
- f. Helps in understanding self

6. (4 points)

Any four of the following:

- a. Provides stronger voice to speak for children
- b. Serves as a source of information for policy makers
- c. Publishes newsletters, journals, and other publications
- d. Sponsors technical updates and inservice training
- e. Provides medium for sharing information and materials
- f. Improves public image of child-care occupations
- g. Provides "support" system
- h. Enhances self-image of child-care worker

7. Evaluated to the satisfaction of the instructor (25 points)
8. Evaluated to the satisfaction of the instructor (30 points)
9. Evaluated to the satisfaction of the instructor (20 points)
10. Evaluated to the satisfaction of the instructor (20 points)

JOB ORIENTATION
UNIT III

UNIT OBJECTIVE

After completing this unit, the student should be able to obtain a job and successfully progress on the job. This knowledge will be shown by completing the assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with job orientation to the correct definitions.
2. State reasons for holding a job.
3. Arrange in order steps in a practical job-seeking plan.
4. Distinguish between information to be obtained before and during a job interview.
5. Select from a list guidelines for dressing for an interview.
6. Select from a list recommended interviewing practices.
7. Select from a list points an interviewer looks for during an interview.
8. Match personality traits and attitudes associated with job success to the correct definitions.
9. Describe how to increase self-satisfaction in a job.
10. Select from a list factors that influence job success.
11. Prepare a resumé.
12. Write an application letter.
13. Complete employment application form.
14. Arrange job interview.
15. Complete a sample employment test.
16. Prepare opening for job interview.
17. Practice interview questions.
18. Participate in a job interview.

OBJECTIVE SHEET

19. Write a follow-up letter.
20. Evaluate a job offer.
21. Compare job opportunities.
22. Interview an employer.
23. Evaluate personal habits associated with job success.
24. Write a letter of resignation.

JOB ORIENTATION
UNIT III

SUGGESTED ACTIVITIES

I. Suggested activities

A. Order films, filmstrips, and games planned to supplement unit.

1. Films

(NOTE: Oklahoma teachers may order films on a free-loan basis from the State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1515 West Sixth, Stillwater, Oklahoma 74074. Out-of-state teachers must purchase and/or rent materials from the addresses listed below.)

a. *Making It in the World of Work*. Color, 25 min., Film Fair, 1973. Available from Film Fair Communications, 10900 Ventura Boulevard, Box 1728, Studio City, California 91604.

(NOTE: This film guides the student toward an awareness of the importance of lifestyle goals in career decision making. It contains frank discussions with young workers in nine different occupations. Shows different ethnic groups and different lifestyles of workers. [Jr./sr. high level.])

b. *Keeping Your Job Is Work*. Color, 12 min., Dibie-Dash, 1972. Available from Dibie-Dash Products, Inc., 4949 Hollywood Boulevard, Suite 208, Hollywood, California 90027.

(NOTE: This film emphasizes the importance of meeting job responsibilities. A very unique but simple film, it presents a series of job situations pointing out the responsibilities of an employee.)

c. *The Eye of the Supervisor*. Color, 8 min., NEM, 1972. Available from NEM, 15760 Ventura Boulevard, Encino, California 91436.

(NOTE: This film makes use of an eye examination involving a supervisor and a "doctor" to lead the audience to clearer perception of some of the basic principles of employee evaluation. Specifically mentioned are the need of approval; the need for consistent performance standards; the need for personal recognition; and the requirement that supervisors become effective listeners to fulfill workers' needs for real understanding of their problems.)

d. *Your Job: Fitting In*. Color, 15 min., Coronet Films, 1970. Available from Coronet Films, 65 E. South Water Street, Chicago, Illinois 60601.

(NOTE: This film shows the importance of learning and following company rules, the importance of learning from your mistakes, the importance of paying close attention to instructions, and helpful attitudes to have when starting a job.)

SUGGESTED ACTIVITIES

- e. *Your Job: Getting Ahead*. Color, 15 min., Coronet Films, 1970. Available from Coronet Films, 65 E. South Water Street, Chicago, Illinois 60601.

- f. *Your Job: Good Work Habits*. Color, 13 min., Coronet Films, 1970. Available from Coronet Films, 65 E. South Water Street, Chicago, Illinois 60601.

  (NOTE: This film illustrates how good habits affect amount and quality of work; how good habits can mean safety and satisfaction in work; the importance of planning and concentration; and the importance of being pleasant and friendly.)

- g. *Your Job: You and Your Boss*. Color, 16 min., Coronet Films, 1970. Available from Coronet Films, 65 E. South Water Street, Chicago, Illinois 60601.

  (NOTE: This film shows what bosses can expect of employees, how employees' attitudes toward authority in general tend to affect their attitude toward their bosses, and questions answered by bosses and experienced workers interviewed on their jobs.)

2. Filmstrip teaching kits

   a. *Critical Steps of Job Interviewing*

   (NOTE: This kit consists of a 16mm film, five cassettes, and programmed learning notebooks. It is available for purchase from Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1515 West Sixth Street, Stillwater, Oklahoma 74074.)

   b. *Preparing for an Interview*

   (NOTE: This 1974 kit is available for purchase from J.C. Penney Company, Inc., 1301 Avenue of the Americas, New York, New York 10010.)

B. Provide students with objective sheet.

C. Provide students with information and assignment sheets.

D. Discuss unit and specific objectives.

E. Discuss information sheet.

F. Discuss assignment sheets.

G. Adapt materials for special needs students.

H. Invite resource people, such as an owner of private employment office or personnel director, to serve on a panel to assist in teaching objective three.

SUGGESTED ACTIVITIES

I. Utilize videotape equipment to tape students as they roleplay interviews in objective eighteen.

J. Utilize resource person in your area from the Oklahoma State Employment Service to describe services provided.

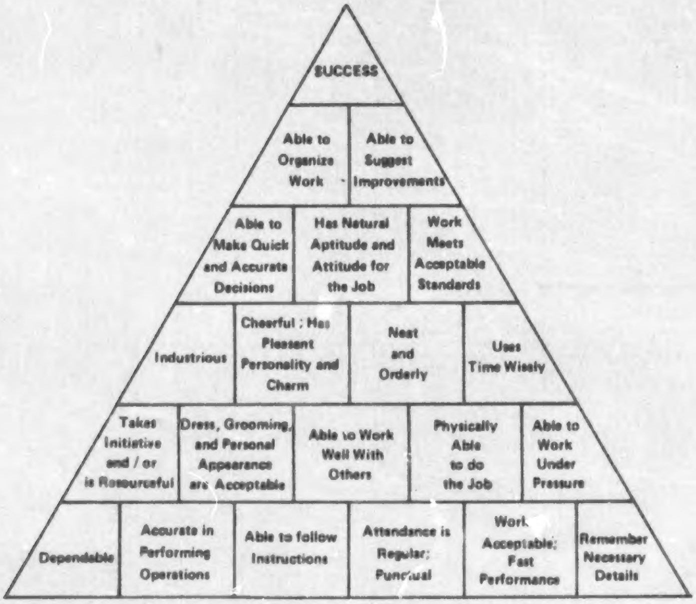
(NOTE: This service is part of a nationwide public employment system affiliated with United States Employment and Training Administration. Supplemental films and pamphlets are also available from this service.)

K. Develop a crossword puzzle for students to complete with terms and definitions in objective one.

SUGGESTED ACTIVITIES

L. Use the following factors to build a "Success Pyramid" for a bulletin board or reproduce as a checksheet to supplement objective eight.

1. Dependable
2. Accurate in performing operations
3. Follows instructions accurately and without repetition
4. Attendance is regular; is punctual and strictly observes break and lunch periods
5. Work is acceptable; performance is fast
6. Remembers necessary details, figures, and instructions
7. Takes initiative and/or is resourceful
8. Dress, grooming, and personal appearance are acceptable
9. Works well with others
10. Physically able to do the work
11. Able to work under pressure; meets deadlines; completes multiple assignments and extra work
12. Industrious
13. Cheerful, has pleasant personality and charm
14. Neat and orderly; maintains arrangement of surroundings
15. Uses time wisely
16. Makes judgments or decisions quickly and accurately
17. Has natural aptitude and attitude for the job
18. Meets acceptable work standards for the job
19. Organizes work
20. Suggests improvements in work techniques and operations


SUCCESS
Able to Organize Work
Able to Suggest Improvements
Able to Make Quick and Accurate Decisions
Has Natural Aptitude and Attitude for the Job
Work Meets Acceptable Standards
Industrious
Cheerful ; Has Pleasant Personality and Charm
Neat and Orderly
Uses Time Wisely
Takes Initiative and / or is Resourceful
Dress, Grooming, and Personal Appearance are Acceptable
Able to Work Well With Others
Physically Able to do the Job
Able to Work Under Pressure
Dependable
Accurate in Performing Operations
Able to follow Instructions
Attendance is Regular; Punctual
Work Acceptable; Fast Performance
Remember Necessary Details

SUGGESTED ACTIVITIES

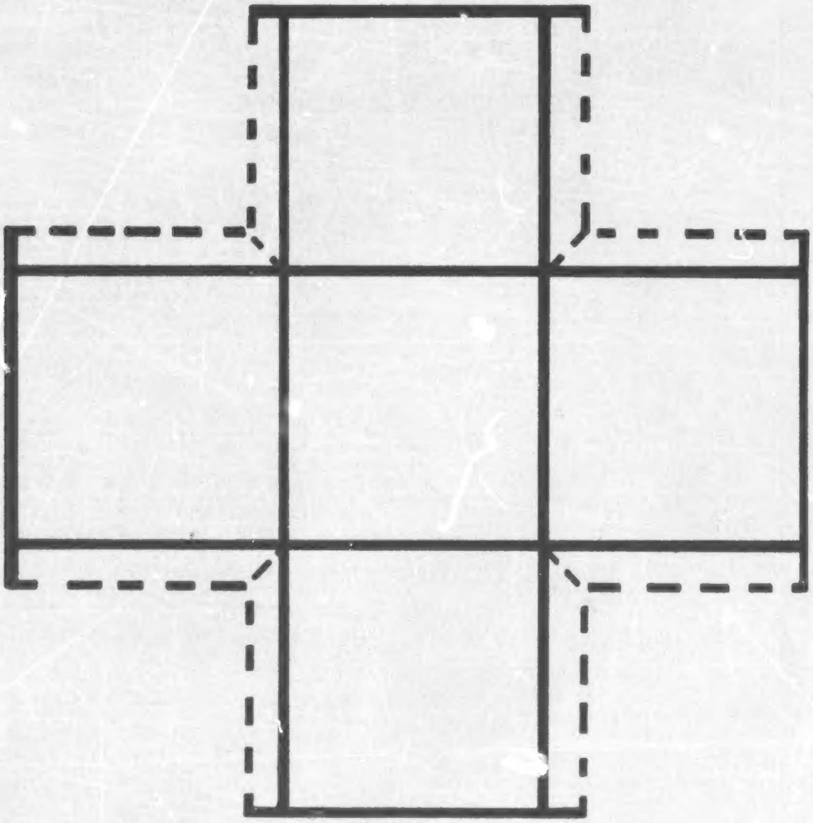
M. Play "Production Game" to reinforce objective eight and set up opportunity for students to use Assignment Sheet #4.

(NOTE: To be most effective, this simulation should be repeated in five-minute time intervals four times during one class period. Duplicate the pages so that each group has one copy.)

1. Divide into groups of approximately six to eight persons. Each group should have the following materials: one pair of scissors, one roll of tape, and about five sheets of construction paper. Each group is to make boxes. Each team should decide on a "company name" and elect a supervisor. Have your instructor show you how to make construction-paper boxes using the pattern below.

COMPANY NAME____________________________________

SUPERVISOR____________________________________



SUGGESTED ACTIVITIES

2. Set goals for your "company" for the number of boxes you plan to produce during each five-minute period.

	NUMBER OF BOXES	
	GOAL	PRODUCED
Period #1		
Period #2		
Period #3		
Period #4		

(NOTE: The instructor records the goals and actual achievements on the chalkboard. The instructor also serves as the "quality control department" and should not accept poorly constructed boxes. Also, the instructor should remind the "companies" that the number of boxes produced does not count until they have been delivered to the instructor. After a few five-minute periods, the companies should be setting and achieving realistic goals.)

3. Have the "supervisor" draw slips of paper which have problems written on them before you begin each five-minute session.

EXAMPLES: Employees strike (do not allow anyone to work the first two minutes of the next round)

Two employees do not show up for work (two players are taken out of the team)

Two employees are late for work (two players sit out the first minute of the next round)

Equipment was not properly cared for and, consequently, "broke down" (team cannot use the scissors for the first two minutes of the next round)

Shortage of raw materials (reduce the amount of construction paper available)

Equipment was not properly cared for and, consequently, "broke down" (team cannot use tape for first minute of next round)

SUGGESTED ACTIVITIES

4. Play "[illegible]ology" after "Production Game" in order to clean up the scraps of paper on the floor and in the work area. After completing the activity answer the following questions.

   a. Did some planning, assessing, organizing, delegation, or specialization take place?

   ____

   ____

   b. What roles did you see in each group?

   (NOTE: Use information sheet as a guideline.)

   ____

   ____

   ____

   ____

   c. Was there a display of good leadership qualities such as tactfulness, enthusiasm, encouragement, discipline, giving instructions, or cooperation?

   ____

   ____

   d. What happens when someone is absent or just doesn't show up to complete their responsibilities, such as the person not allowed to begin the game?

   ____

   ____

   ____

   ____

   e. What happens when the working conditions are not adequate, such as when the scissors are not used for two minutes?

   ____

   ____

   ____

SUGGESTED ACTIVITIES

f. What happens when members of the group are late or do not have a good time schedule to follow in completing the task, such as the people who quit working for one minute?

g. What happens when human and material resources are not used efficiently?

h. Was the person who had the idea for what to make the same person who did the cutting and/or taping? Was it the same person who provided encouragement and enthusiasm? Are all roles in the group important? Would the same people always play the same roles regardless of the group's goal or task?

i. Was there anyone in the group who willingly or unwillingly did not participate? If so, what could be done to use everyone's talents?

SUGGESTED ACTIVITIES

N. Duplicate Assignment Sheet #12 and allow students to interview several employers for extra points. Allow time for class discussion.

O. Invite resource person or panel of resource persons to discuss the importance of personal grooming and health habits, work values and habits, positive mental attitude, and listening skills. Discuss how these factors increase and promote career satisfaction and success.

P. Gather information from child care employers that will help students prepare for job interviews. This will supplement Assignment Sheet #8.

Q. Invite a group of employers to class or FHA/HERO or VICA meeting to help complete Assignment Sheet #12.

R. Have students come to class dressed as they would to participate in an interview.

S. Have students go through practice interviews.

T. Have students clip pictures of clothes they would wear to a job interview and clothes they would not wear. Use these pictures to make a "Right and Wrong" bulletin board.

U. Give test.

V. Reteach if necessary.

II. Instructional materials

A. Objective sheet

B. Suggested activities

C. Information sheet

D. Assignment sheets

1. Assignment Sheet #1--Prepare a Resumé
2. Assignment Sheet #2--Write an Application Letter
3. Assignment Sheet #3--Complete Employment Application Form
4. Assignment Sheet #4--Arrange Job Interview
5. Assignment Sheet #5--Complete a Sample Employment Test
6. Assignment Sheet #6--Prepare Opening for Job Interview
7. Assignment Sheet #7--Practice Interview Questions
8. Assignment Sheet #8--Participate in a Job Interview
9. Assignment Sheet #9--Write a Follow-up Letter

SUGGESTED ACTIVITIES

10. Assignment Sheet #10--Evaluate a Job Offer
11. Assignment Sheet #11--Compare Job Opportunities
12. Assignment Sheet #12--Interview an Employer
13. Assignment Sheet #13--Evaluate Personal Habits Associated with Job Success
14. Assignment Sheet #14--Write a Letter of Resignation

E. Answers to assignment sheets

F. Test

G. Answers to test

III. Unit references

A. Sawatzky, Joyce; Clements, Irene; and Coffey, Judy. *Home Economics I: Basic Core*. rev. ed. Stillwater: Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1978.

B. Truitt, Debbie, and Benson, Ann. *Home Economics II: Basic Core*. rev. ed. Stillwater: Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1980.

C. Sawatzky, Joyce. *Family Living*. Stillwater: Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1978.

D. Molloy, John T. *Dress for Success*. New York: Warner Books, Inc., 1975.

E. Molloy, John T. *The Woman's Dress for Success Book*. Chicago: Follett Publishing Co., 1977.

JOB ORIENTATION
UNIT III

INFORMATION SHEET

I. Terms and definitions

A. Resumé--Brief, typed summary of qualifications and experience; used in applying for a job

B. Attitude--Ways one acts and feels about people, things, and ideas

C. Human relations--Continuous process of getting along with people

D. Employer--One who hires another

E. Employee--One who works for another

F. Interview--Meeting of employer and job applicant for evaluation and questioning

G. Applicant--One who seeks employment

H. Interviewee--Person who is questioned and evaluated regarding information relating to the job being applied for

(NOTE: Applicants are usually interviewed.)

I. Employment--Work, occupation, or job which is usually done for pay

J. Wage--Payment for labor or services made on an hourly, daily, or piecework basis

K. Salary--Fixed payment for labor or services; made on a regular basis

L. Reference--Person to whom questions can be asked concerning an applicant's character or ability

M. Security--Precautions taken to protect property and/or life

N. Policies--Objectives and standards of a business or employer

O. Hiring--Becoming employed

P. Fringe benefits--Goods and/or services a business provides for employees in addition to wages and/or salaries

EXAMPLES: Employee health insurance; vacations; sick leave; Christmas bonus; dental insurance; recreational facilities; profit sharing plans; holidays; uniforms; tuition refunds and/or other educational programs

Q. Seniority--Privileged status attained by continued service

INFORMATION SHEET

II. Reasons for holding a job

- A. Income to meet obligations
- B. Personal satisfaction
- C. Development of skills for promotion and higher pay
- D. Enjoyment
- E. Feeling of success
- F. To fit into society
- G. Income to raise standard of living

III. Steps in a practical job-seeking plan (Assignment Sheets #1, #2, #3, #5, #8, #10, and #11)

- A. Write a complete self-inventory

  (NOTE: Consider your abilities, experience, personality, working conditions, and wants; decide what type of job you would like to have, then decide the type of training needed for that job.)

- B. Write a list of employment possibilities

  (NOTE: Keep the list reasonable and begin with places and employers that might relate to your own interests, abilities, or experience.)

- C. Write a list of possible "contacts" to help you

  EXAMPLES: Guidance counselor; parents; relatives; friends; State Department of Labor or State Employment Service; Yellow Pages; classified section of local newspaper

- D. Obtain employment application forms

  (NOTE: It will often be necessary to write a letter of application to obtain application forms.)

- E. Prepare a resumé
- F. Complete employment application forms
- G. Mail resumé and application forms
- H. Arrange interview
- I. Participate in job interview

  (NOTE: You may need to complete an employment test before or after your interview.)

INFORMATION SHEET

J. Write a follow-up letter

K. Evaluate a job offer

IV. Information to be obtained before and during a job interview

A. Before job interview

(NOTE: It is important to learn all that you can about a business before you interview for a job. This information will help you to discuss and ask questions during the interview. This can improve your chances of getting the job you want.)

1. Products company makes or services it provides
2. How long company has been in business
3. If company has expanded or varied its operations
4. Who is doing the interviewing
5. How to pronounce the interviewer's name
6. What salary this job pays in similar settings

B. During job interview

(NOTE: If the following information has not been obtained before the interview, it can be obtained during the interview.)

1. Employee benefits and working conditions

   EXAMPLES: Hours of work; pay period; dress regulations; unions and professional organizations you will be expected to join; hiring policies

2. Security and safety precautions
3. Public relations

   EXAMPLE: Relations among employees in the organization and with the public

4. Salaries and/or wages
5. Fringe benefits
6. Seniority
7. Opportunity for advancement

INFORMATION SHEET

V. Guidelines for dressing for an interview

(NOTE: It is necessary that the applicant make the best impression possible from the very beginning of the interview. Most interviewers form an opinion whether favorable or unfavorable, within the first four to six minutes of the interview.)

A. Dress to fit the job for which you are applying

(NOTE: Dress better for the interview than you normally would for a day on the job.)

B. Coordinate clothing

(NOTE: Consider colors, patterns, fabrics, and suitable styles for your shape and body structure.)

C. Be conservative

(NOTE: Avoid high-fashion items and fads.)

EXAMPLES: Wear simple jewelry, natural looking makeup; avoid strong colognes or aftershaves; avoid wearing sunglasses during the interview

D. Be modest and well-groomed

EXAMPLES: Clean, simply-styled hair; clean and neatly trimmed nails and facial hair; buttoned shirt/blouse; fashionable but modest skirt length; well-fitted clothes (not too tight); clean, polished shoes

VI. Recommended interviewing practices (Assignment Sheets #4, #6, #7, #8, and #9)

(NOTE: Your behavior before, during, and after your interview will strongly influence the impression that you make. The following practices will assist you in "selling yourself" in an interview.)

A. Prepare for the interview

B. Arrive early for the interview

C. Be alert and show interest in children and surroundings

D. Go to interview alone unless otherwise requested

(NOTE: Occasionally, you will be asked to bring your spouse.)

E. Introduce yourself to the receptionist or secretary and interviewer when you arrive; state the purpose of your visit

(NOTE: You need to know what job is available before going to interview.)

INFORMATION SHEET

F. Greet the person interviewing you by name

(NOTE: Be sure to pronounce the name correctly.)

G. Shake hands if the interviewer extends the offer

(NOTE: Make sure your handshake is firm.)

H. Sit down when the interviewer indicates that you should

I. Sit quietly until the interviewer begins the interview

J. Keep hands clasped in lap, if necessary, to keep them still

K. Maintain good posture

L. Maintain eye contact with interviewer

M. Listen carefully

(NOTE: This will enable you to answer questions directly.)

N. Do not smoke or chew gum

O. Show a sincere interest in the job for which you are applying

(NOTE: Be friendly, but not too eager.)

P. Use good manners

(NOTE: Be courteous. Say "thank you" for services and attention given to you; have a ready smile and a friendly attitude.)

Q. Try not to appear nervous when talking

R. Develop and use a pleasant speaking voice

S. Be alert

T. Be brief, positive, and honest in answering questions

(NOTE: You should explain your answers fully; it is usually necessary to explain "yes" and "no" answers.)

U. Do not use slang or offensive language

V. Be ready to talk about individual work experiences and special skills

W. Be ready to take a performance test

EXAMPLES: Typing; respond to sample discipline situation; read a story

X. Ask questions about the job at the end of the interview

Y. Thank the interviewer for his/her time and consideration politely

INFORMATION SHEET

Z. Offer to give the interviewer any additional information

AA. Follow up interview with letter

VII. Points an interviewer looks for during an interview

(NOTE: The following points are not listed in order of importance. Different employers will have varying degrees of value on these items.)

A. Preparation

B. Experience

C. Attitude

D. Appearance

E. Personality

VIII. Personality traits and attitudes associated with job success (Assignment Sheets #12 and #13)

A. Adaptability–Adjusting easily to new situations

EXAMPLES: Accept change(s) without complaint; learn new procedures and information

B. Cooperation–Working in harmony with others

EXAMPLES: Observe rules and regulations; help others when possible; work well with co-workers, supervisor, and employer

C. Courtesy–Being polite and acting with good manners

EXAMPLES: Show respect for co-workers, employer, and customers; return promptly from lunch and breaks so co-workers can have their rest periods; speak pleasantly

D. Dependability--Doing what one has said will be done; completing duties and assignments

EXAMPLES: Work regularly; be on time; take only the time allowed for lunch and breaks; do all of your work; follow instructions

E. Enthusiasm--Being eager to help or to take part in some activity

EXAMPLES: Show pride in doing work; look alert; do more than your share when time permits

F. Honesty--Being truthful in all things

EXAMPLES: Be careful with money; give truthful information to employers, customers, and co-workers; keep promises; do not waste time

INFORMATION SHEET

G. Initiative--Doing things without being told

EXAMPLES: Keep busy; use slack moments or leisure time to learn more about your job; show an interest in learning and doing a good job

H. Loyalty--Being able to keep confidences and to avoid gossip about work matters

EXAMPLES: Avoid public criticisms of employer, supervisor, or co-workers; do not discuss wages or raises with other employees

I. Patience--Taking time to do things right

EXAMPLES: Try to understand the feelings, needs, and desires of others; control anger

(NOTE: Why is there never time to do a job right the first time, but there is always time to do a job over?)

J. Self-control--Ability to control temper and emotions

EXAMPLES: Accept criticism without feeling personally threatened; maintain poise and calm

K. Tact--Being able to say the right thing at the right time, without offending others

EXAMPLES: Correct customers, co-workers, and employers in an agreeable way; learn to take care of customer complaints

IX. How to increase self-satisfaction in a job

(NOTE: Working a 40-hour week, 50 weeks per year could be depressing if you did not like your job or if you were not satisfied with your job and its setting. It has been shown that having a job you enjoy increases job satisfaction and reflects a better attitude and better attendance record. "Work is not only a way to make a living, it's a way to make a life."--Anon.)

A. Keep a positive attitude

(NOTE: You need to reflect a willingness to learn. Always be open to suggestions and new ways to improve!)

B. Work toward job advancement

EXAMPLES: Prepare yourself for the next possible promotion; do well on all projects; participate in job-enrichment programs

INFORMATION SHEET

C. Improve human relations skills

EXAMPLES: Avoid becoming part of "cliques;" have a positive emotional outlet; learn how to communicate with those who are difficult to communicate with; get along with your employer and co-workers

(NOTE: Those who get along with employers and co-workers will have greater personal satisfaction, better chances for advancement, more productivity, and will contribute to overall morale.)

X. Factors that influence job success (Assignment Sheet #14)

A. Personal health and grooming

(NOTE: Good personal health, resulting from proper eating habits, exercise, rest, and regular medical and dental checkups, plus good grooming habits, affects an employee's actions and attitudes.)

B. Human relations (personality and attitudes)

(NOTE: Once you have a job the most important factor in keeping and succeeding in it is your ATTITUDE. Your attitude is expressed in how well you get along with others.)

JOB ORIENTATION
UNIT III

ASSIGNMENT SHEET #1--PREPARE A RESUMÉ

NAME______________________________ SCORE____________________

Your resumé represents YOU on paper. This first impression may lead to an interview . . . or to the infamous "circular file" (wastebasket). You may not get a second chance. A GOOD RESUMÉ SHOULD IMMEDIATELY GIVE PROSPECTIVE EMPLOYERS A BRIEF SUMMARY OF YOUR ACCOMPLISHMENTS, EDUCATIONAL BACKGROUND, WORK EXPERIENCE, SKILLS, AND JOB OBJECTIVE. In short, the resumé tells what you can do for them.

Prepare a resumé that you might include with a letter of application or distribute in person to potential employers.

A. Study several resumé formats and choose one that best fits your needs. You may use the example included at the end of this assignment sheet.

B. Type your resumé on 8 1/2" x 11" white paper. Try not to exceed one page, but arrange to fill the page.

C. Use a consistent writing style.

D. Phrase briefly, but do not use abbreviations.

E. Spell correctly; many employers will not consider persons that include misspelled words in their resumés.

F. Put your name so that it is easily seen at the top of the page in the center or upper right-hand corner. Under your name, give full street address, city, state, and zip code, telephone number with area code, and a number where messages can be accepted.

(NOTE: If you are applying for jobs out of town, leave space to type local phone number, address, and dates available.)

G. Do not include birthplace, age, health, height, weight, sex, marital status, photo, salary, or reasons for leaving a job. Avoid mentioning religious and political affiliations.

(NOTE: The point of the resumé is to get employers interested in meeting you. The above information may or may not come out in the interview; however, by not including this information there is little or no chance for discrimination on any basis.)

H. Describe your job objective or career goal briefly. Do not restrict yourself to a specific job unless you are experienced in that area.

ASSIGNMENT SHEET #1

I. Describe your educational background, giving dates of enrollment, diploma or degrees received, and names of schools attended. Include grade average (if favorable) and major course of study. If you include individual course grades, be sure they are related to the jobs you have in mind.

(NOTE: Applicants with less than one year of work experience should list education before work experience; with more than one year, put experience first. IN RESUMÉ WRITING, ACCENTUATE THE POSITIVE, ELIMINATE THE NEGATIVE. If related, mention additional or graduate courses, scholarships, summer school.)

J. List your past employment, starting with the most recent job. Carefully examine all of your jobs--including extracurricular activities and volunteer work. CONCENTRATE ON THE SKILLS; do not categorize "summer jobs."

(NOTE: The list should include the name of the company, your job title, and your major duties. The starting and ending dates for each job should be listed. Most employers ask during interviews why you left previous jobs. Try to be positive in stating your reasons for leaving a job. Do not downgrade your previous employers.)

K. List skills useful to the job. Remember, you have to prove your value to the company, especially if you have little experience.

(NOTE: Use active verbs to indicate the specific tasks you performed, such as initiated, directed, or planned.)

EXAMPLES: Directed children's art activity; prepared children's snacks

L. Include the following information if it is relevant and if there is enough space: hobbies and interests, extracurricular activities, clubs, and honors you have received.

M. Ask at least three persons to serve as references; ask yourself the kind of recommendation they will give you.

EXAMPLES: Business references and character references

(NOTE: Avoid listing relatives and friends, unless you have actually worked for them on a salary basis. Include some method for prospective employer to contact references.)

N. Write *confidential* at the top of the resumé and letter to alert the reader if you do not want your current employer to know you are looking for employment.

(NOTE: Try to give a telephone number where you can receive confidential calls.)

O. Consider having local printer retype your resumé and reproduce several copies. Request white bond paper.

(NOTE: Your resumé's physical appearance is VERY IMPORTANT. Avoid using ditto or carbon copies. Be sure to proofread the printer's work. Always bring extra copies to interview.)

P. Update resumé as needed.

(NOTE: Resumés may be tailored to fit specific jobs being applied for.)

ASSIGNMENT SHEET #1

SAMPLE RESUMÉ

CONFIDENTIAL

Terry McKracken

ADDRESS

Present

(NOTE: You may ask printer to leave space below for you to fill in address, if you are moving.)

381 South 83rd Street
Yourtown, Yourstate
311-7779

Permanent

Route #3
Anytown, Anystate
391-235-4433

EDUCATION

Graduate of Anytown High School; Anytown, Anystate; 1977-1980

Progress Vo-Tech; Progressville, Yourstate; 1980 Certificate: Occupational Child Care, one semester
Grade point average: 3.5 on a 4.0 scale

WORK EXPERIENCE

Candy Cane Child Care Center; Progressville, Yourstate. May, 1980 to present. Employed as a child care aide. Duties included lesson planning, presenting and leading story hour, and preparing children's snacks

Hot Hamburger Restaurant, Anytown, Anystate. September, 1977 through May, 1979. Employed as food handler. Duties included dressing and wrapping hamburgers, recording customer orders, operating cash register, and maintaining sanitation

St. John's Church; Anytown, Anystate. May, 1977 through September, 1977. Employed as organist. Duties included planning weekly church music schedule, performing at Sunday church service, weddings, and funerals

SPECIAL SKILLS

Operate cash register, work with children, play organ, sing, have Red Cross certificate, enjoy craft activities

EXTRACURRICULAR ACTIVITIES

High school band; journalism club, secretary of twelfth grade, member of volleyball team; FHA/HERO member; member of volleyball team; FHA/HERO member

REFERENCES

References will be furnished upon request

(NOTE: For this type of reference procedure be sure to have a completed list of names, addresses, and phone numbers of references, with their permission, in advance of interview.)

JOB ORIENTATION
UNIT III

ASSIGNMENT SHEET #2--WRITE AN APPLICATION LETTER

NAME______________________________ SCORE____________________

PART I

Cut a help-wanted ad for a job in a child-care occupation from the classified ad section of the local paper. Write a letter of application for the job, using the following information and sample letter as a guide.

(NOTE: If you cannot type, it is recommended that you write or print NEATLY using blue or black ink.)

A. Form and appearance

1. Type or write neatly
2. Write on only one side of paper
3. Avoid smudges and typographical errors
4. Use 8 1/2" x 11" white typing paper, not personal or fancy paper
5. Spell, capitalize, and punctuate correctly
6. Address and sign correctly

B. Information

1. Write to a specific person

   (NOTE: Use "To Whom It May Concern" if answering a blind ad.)

2. Be brief
   a. State the position for which you are applying
   b. Avoid unnecessary details
3. State reason for interest in job

   (NOTE: Employers want persons who look for advancement opportunities rather than just a paycheck.)

4. Refer briefly to the main points on the enclosed personal data sheet
5. Mention that persons listed on the personal data sheet have given their permission to serve as references
6. Request interview at employer's convenience
   a. Indicate where and when you can be reached
   b. Enclose self-addressed, stamped envelope and personal data sheet

ASSIGNMENT SHEET #2

C. Be original in your approach

   1. Attract attention in opening paragraph

      EXAMPLES:

      Dear Mr. Money:

      Have you ever wished you had an assistant who has experience in child care and directing activities with children? I might be the one.

      Dear Ms. Owner:

      Mr. Co-worker informed me that you are in need of a person who can prepare and serve food to children. I believe that my experience and training has taught me how to serve food in a safe, sanitary, and friendly manner.

   2. Do not be "silly" or "flowery"

D. End the letter properly

   (NOTE: "Sincerely yours" or "Very truly yours" is appropriate.)

E. Use permanent address for the return address and make sure to include the current date

F. Cover all the points requested in the advertisement in exactly the order asked for, since some prospective employers make it a point of testing the applicant's ability to follow directions

ASSIGNMENT SHEET #2

PART II

A. What are some examples of poor form in the first application letter from Cindy Jones on the following page?

B. How does Cindy Jones' second letter improve?

ASSIGNMENT SHEET #2

SAMPLE LETTER OF APPLICATION

Mrs. Jane Doe
Happy Time Day Care Center
Someplace, Oklahoma 74073

Dear Mrs. Doe

I am writing to ask about a job in your day care center. I just completed the 9th grade where I took some courses in Vocational H. E.

For awhile I worked at Tiddie School where I learned many things about it.

I want to work in a day care center. Hoping to hear from you soon.

Your friend,
Cindy Jones

ASSIGNMENT SHEET #2

SAMPLE LETTER OF APPLICATION

110 Lemon Avenue
Somewhere, Oklahoma 74074
February 15, 1980

Ms. Jane Doe, Manager
Candy Cane Child Care Center
Someplace, Oklahoma 74073

Dear Ms. Doe:

Please consider this letter as an application for the position of child care aide with the Candy Cane Child Care Center.

In June, I completed the ninth grade at Somewhere High School, where I completed one year of vocational home economics. A record of my high school courses, grade average, and previous work experience is included on the attached data sheet.

While enrolled in the home economics program, I received work experience with Ms. Joan Smith of Kiddie School in Somewhere. Ms. Smith has given me permission to list her as a reference.

I enjoyed my work experience with Kiddie School and whould like to continue in this line of work. I would appreciate the opportunity to come in and discuss over this matter with you at your convenience. I may be reached at the above address, or by telephone at 377-2000.

Sincerely yours,

Cynthia Jones

Cynthia Jones

Enclosure

JOB ORIENTATION
UNIT III

ASSIGNMENT SHEET #3--COMPLETE EMPLOYMENT APPLICATION FORM

NAME________________________ SCORE____________________

Employment applications may be mailed to you and completed at your own leisure or they may need to be completed at the place of employment. Complete the following application form using the guidelines below. Refer to the resumé you prepared and letter of application you wrote as you complete this employment application form.

A. Be prepared

   1. Take pen and pencil with you

   2. Take copies of resumé

B. Look over entire form before starting to write; do not hurry

C. Follow directions

   1. Note whether information is to be printed

   2. Complete all directions

D. Write clearly, neatly, and legibly

E. Answer briefly, but precisely

F. Be honest

G. Answer all questions

   (NOTE: If questions do not apply to you, write *Not Applicable* or *NA* in the space to show that you did not overlook the question.)

H. Include complete information; use resumé

I. Recheck application when finished

J. Avoid cross-outs and obvious erasure marks

K. Do not list any restrictions to the geographic area in which you would work unless you absolutely will not consider other areas

L. Use the word *open* for questions about minimum salary since most employers pay standard rates and will not negotiate on this

ASSIGNMENT SHEET #3

"WE ARE AN EQUAL OPPORTUNITY EMPLOYMENT COMPANY. WE ARE DEDICATED TO A POLICY OF NON-DISCRIMINATION IN EMPLOYMENT ON ANY BASIS INCLUDING RACE, CREED, COLOR, AGE, SEX, RELIGION OR NATIONAL ORIGIN; OR PHYSICAL DEFECTS"

APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION

DATE ______

NAME ______ LAST ______ FIRST ______ MIDDLE

PRESENT ADDRESS ______ STREET ______ CITY ______ STATE ______ ZIP

PERMANENT ADDRESS ______ STREET ______ CITY ______ STATE ______ ZIP

PHONE NO ______ SOCIAL SECURITY NUMBER ______

REFERRED BY ______

EMPLOYMENT DESIRED

POSITION ______ DATE YOU CAN START ______ SALARY DESIRED ______

ARE YOU EMPLOYED NOW? ______ IF SO MAY WE INQUIRE OF YOUR PRESENT EMPLOYER ______

EVER APPLIED TO THIS COMPANY BEFORE? ______ WHERE ______ WHEN ______

LAST

FIRST

MIDDLE

EDUCATION	NAME AND LOCATION OF SCHOOL	YEARS ATTENDED	DATE GRADUATED	SUBJECTS STUDIED
GRAMMAR SCHOOL				
HIGH SCHOOL				
COLLEGE				
TRADE, BUSINESS OR CORRESPONDENCE SCHOOL				

SUBJECTS OF SPECIAL STUDY OR RESEARCH WORK ______

U. S. MILITARY OR NAVAL SERVICE ______ RANK ______ PRESENT MEMBERSHIP IN NATIONAL GUARD OR RESERVES ______

ACTIVITIES OTHER THAN RELIGIOUS (CIVIC, ATHLETIC, FRATERNAL, ETC.) ______

EXCLUDE ORGANIZATIONS, THE NAME OR CHARACTER OF WHICH INDICATES THE RACE, CREED, COLOR OR NATIONAL ORIGIN OF ITS MEMBERS.

(CONTINUED ON OTHER SIDE)

ASSIGNMENT SHEET #3

FORMER EMPLOYERS (LIST BELOW LAST FOUR EMPLOYERS, STARTING WITH LAST ONE FIRST.)

DATE MONTH AND YEAR	NAME AND ADDRESS OF EMPLOYER	SALARY	POSITION	REASON FOR LEAVING
FROM				
TO				
FROM				
TO				
FROM				
TO				
FROM				
TO				

REFERENCES: GIVE BELOW THE NAMES OF TWO PERSONS NOT RELATED TO YOU, WHOM YOU HAVE KNOWN AT LEAST ONE YEAR.

	NAME	ADDRESS	BUSINESS	YEARS ACQUAINTED
1				
2				

PHYSICAL RECORD:

LIST ANY PHYSICAL DEFECTS

WERE YOU EVER INJURED? GIVE DETAILS

HAVE YOU ANY DEFECTS IN HEARING? IN VISION? IN SPEECH?

IN CASE OF EMERGENCY NOTIFY

NAME ADDRESS PHONE NO

I AUTHORIZE INVESTIGATION OF ALL STATEMENTS CONTAINED IN THIS APPLICATION. I UNDERSTAND THAT MISREPRESENTATION OR OMISSION OF FACTS CALLED FOR IS CAUSE FOR DISMISSAL. FURTHER, I UNDERSTAND AND AGREE THAT MY EMPLOYMENT IS FOR NO DEFINITE PERIOD AND MAY, REGARDLESS OF THE DATE OF PAYMENT OF MY WAGES AND SALARY, BE TERMINATED AT ANY TIME WITHOUT ANY PREVIOUS NOTICE.

DATE SIGNATURE

DO NOT WRITE BELOW THIS LINE

TO BE COMPLETED DAY EMPLOYMENT BEGINS

DATE

HEIGHT WEIGHT AGE DATE OF BIRTH

SINGLE MARRIED WIDOWED CITIZEN U.S.A. SEX

THE ABOVE INFORMATION NEEDED FOR PENSION, HOSPITALIZATION INSURANCE, ETC., AND NOT FOR HIRING PURPOSES.

INTERVIEWED BY DATE REMARKS

NEATNESS		CHARACTER	
PERSONALITY		ABILITY	

HIRED FOR DEPT. POSITION WILL REPORT SALARY WAGES

APPROVED: 1. 2. 3.

EMPLOYMENT MANAGER DEPT. HEAD GENERAL MANAGER

JOB ORIENTATION
UNIT III

ASSIGNMENT SHEET #4–ARRANGE JOB INTERVIEW

NAME________________________________ SCORE____________________

Many job opportunities will require you to make an appointment to arrange for a job interview. Making an appointment by phone does two things; first, it shows that you are interested in saving the employer's time, and second, it shows that you are thoughtful for asking what would be the best time for you to see the employer. However, using the telephone to arrange for a job interview is not always appropriate. Be sure to follow procedures requested in each situation. The information listed below will help you use the telephone to arrange for a job interview. Use this information to help you complete this assignment.

PART I

A. Plan steps for making an appointment by phone

1. Plan what you are going to say before you call

   (NOTE: Write down information.)

2. State your name and reason for calling

   EXAMPLE: "Hello, this is Tami Jamison and I'm calling about your ad in last night's paper for a child care aide. May I have an appointment for an interview?"

3. Ask when would be the best time for you to come
4. Ask the name of the person who will conduct the interview
5. Write down the day, time, and place of the interview
6. Thank the receptionist

B. Remember important points when calling for an appointment

1. Keep the receptionist on your side; the receptionist is there to help you

   (NOTE: The receptionist is sometimes asked to evaluate the applicant.)

2. Do not ask how much the job pays over the phone
3. Be polite and courteous

   (NOTE: Remember that this call is the first contact you may have with the firm. Make the first impression a good one.)

C. Ask if you should pick up an application blank or if they would send it to you before the interview

(NOTE: Many times you will be required to have completed a job application before the interview.)

ASSIGNMENT SHEET #4

PART II

Now that you have read about the correct way to arrange for a job interview, roleplay a situation where you make an interview appointment by phone. Use the checklist that follows to evaluate your roleplay situation. You may want to use this checklist when you actually make an appointment.

	YES	NO
Was prepared before calling		
Did not have to stammer to find the right words		
Identified yourself immediately		
Stated reason for calling immediately		
Asked what was the best time for an appointment with the employer		
Was courteous and friendly		
Thanked the receptionist		
Made record of the interview date, hour, and place		
Asked about picking up or having application sent		

JOB ORIENTATION
UNIT III

ASSIGNMENT SHEET #5-COMPLETE A SAMPLE EMPLOYMENT TEST

NAME______________________________ SCORE____________________

Some places of business may require you to take an employment test. Subject areas which might be covered on employment tests include vocabulary, grammar, math, spelling, reading comprehension, reasoning, filing, comparison, skills (typing, shorthand, transcription), proofreading, or psychological items.

In order for you to do well on such a test, some "hints" are included below.

Take a few deep breaths before beginning the test. *Follow directions*, such as "circle," "underline," or "print." Also, follow specifically any instructions, such as using a special pencil or checking only one answer. WRITE or PRINT CLEARLY. If there is something you do not understand, ask before the test begins. Go through the test in order marking answers carefully. Answer the easiest questions first; do not spend a lot of time on one question. Recheck answers if you finish early. Make sure the test number matches the number on the answer sheet, if applicable.

(NOTE: Ask to move if the sun is going to be in your eyes or if you are sitting in a draft, and let the tester know if you cannot hear directions.)

The following employment test has 55 questions. Answer each question as carefully and completely as possible. Be sure to follow specific directions for each section.

PART I

Directions: Each of the following gives several spellings for a word. Circle the number before the correct answers.

A. 1. Propposal

2. Propossal

3. Proposal

4. Proposel

5. None of these

B. 1. Bookeeping

2. Bookepping

3. Bookkeping

4. Bookkeeping

5 None of these

ASSIGNMENT SHEET #5

C. 1. Iteniary

2. Itinerary

3. Inenerary

4. Itenirary

5. None of these

D. 1. Conferance

2. Conference

3. Confference

4. Conferience

5. None of these

E. 1. Transferrable

2. Transferable

3. Transfferable

4. Transferible

5. None of these

PART II

Directions: In the following sentences, circle the word which makes the sentence correct.

A. You should (of, have) participated in the promotion.

B. It (will, won't) take but a minute.

C. He is (confidant, confident) that you will enjoy the play.

D. I would (advice, advise) her to stay in London another week.

E. The documentary contained more than (thirty, 30) pages of directions.

PART III

Directions: Punctuate the following sentences correctly.

A. The reference book Charm and Poise for Getting Ahead is now available at Martins Book Store

ASSIGNMENT SHEET #5

B. Examinations will be given for a number of different positions for example typist and general clerk secretary office manager and bookkeeper

C. The meeting is now scheduled for December 12 1972

D. Our district manager Mr Carther will call on you

E. He said I appreciate the trouble you have gone through to get me elected gentlemen but you can't tell me how to vote in this election

PART IV

Directions: Solve each of the following problems and underline the correct answer.

A. Which number in the following group of numbers represents the smallest amount?

1. 3
2. 1
3. 0.95
4. 732
5. 0.05

B. Subtract: 150.07 - 2.3 =

1. 147.77
2. 148.04
3. 149.84
4. 157.77
5. None of these

C. Find: 6% of $379.20 =

1. $22.74
2. $22.75
3. $227.42
4. $227.52
5. None of these

ASSIGNMENT SHEET #5

D. What number is missing from the series?

67 59 51 43 ____ 27

1. 38
2. 37
3. 34
4. 35
5. None of these

E. Five pounds of paper sells for $2.00. How many pounds can you buy for 80 cents?

1. 3
2. 1 1/2
3. 2
4. 4
5. None of these

PART V

Directions: Write the following amounts in words.

A. $273.75– ____

B. 61 1/3– ____

C. 90 10/16– ____

D. 100% -- ____

E. $6,372.15– ____

PART VI

Directions: Following are ten pairs of names and numbers. If the two sets are exactly the same, circle the "S;" if they are different, circle the "D."

EXAMPLE: A. A. Glensen - A. H. Glensen S [✓ D]
Martin Matthews - Marlin Matthews S [✓ D]
Newton Domestics - Newton Domestics [✓ S] D

A. Gurney Bascombe - Garney Bascombe S D

B. Robert's Florals - Roberta's Florals S D

ASSIGNMENT SHEET #5

C. M. N. Wojciechowsi - M. N. Wojciechowski S D

D. Paul J. Siegelman - Paul J. Siegelman S D

E. Williams, Owens, & Scott - Williams, Owens, & Scott S D

F. Liebster & Liebsten - Liebsten & Liebsten S D

G. Groves & Oppenhiemer - Groves & Oppenheimer S D

H. A376-5972147 - A367-59772147 S D

I. AV-372249576 - AV-3724295676 S D

J. P. F. DeSimone - F. P. DeSimone S D

PART VII

Directions: Proofread the paragraphs below and punctuate. Circle spelling errors and make any other corrections as necessary, such as deleting words or underscoring, to create grammatically correct paragraphs.

In planning your new office you have probably accumulated a great deal of up to date information on the subject of carpeting. However there is something which you may not have considered in detail - the use of decorative tiles as an attractive flooring throughout your office

This is a question which should be considered seriously. When a young architect decide to build a dreem office the idea that tilting can be used to compliment the floor plan appears out of the question. Unless you are well acquainted with the newest patters in decorative tiles however, you have no idea of the unusual affect that some of these patterns may have in office styling

PART VIII

Directions: In each of the following problems, select the names that would be first if the names were arranged in alphabetical order. Circle the number before that name.

A. 1. Victor Gongala

2. Anita Dubcheick

3. Martha Carter

4. Carol Eisler

5. Carl Schwartz

ASSIGNMENT SHEET #5

B. 1. Top Quality Motel
2. The 201 Cleaners
3. T. A. Tremont
4. Wilkins Market
5. The Victory Corp.

C. 1. S. James Santos
2. San Francisco Tools, Inc.
3. S. A. Sampler
4. Sands Aircraft Co.
5. San Diego Suppliers

D. 1. Elizabeth Barnes
2. Allen E. Bates
3. Anna Benson
4. AA Products
5. Andrew Jamisen

E. 1. P. C. Payton
2. The Kline Corp.
3. T. G. Products, Inc.
4. Lawson's Hotel
5. Alice Payne

JOB ORIENTATION
UNIT III

ASSIGNMENT SHEET #6--PREPARE OPENING FOR JOB INTERVIEW

NAME_________________________________ SCORE___________________________

It is important that you make a good impression during your entire interview. The impression you make with the secretary or receptionist may even be considered in deciding who gets the job. It is essential that you plan what you will say to the secretary or receptionist upon your arrival and also what you will say when greeting the interviewer.

PART I

A. As soon as you arrive at the interview location you should

   1. Go to the person in the office

      (NOTE: This may be the secretary or receptionist.)

   2. Introduce yourself

   3. State the purpose of your visit

      EXAMPLE: "Good morning. I'm Chris O'Neil and am applying for a job as child care aide. I have a 10 o'clock appointment with Ms. Green."

B. As your interview is started and you are greeting the interviewer, you should

   1. Greet the interviewer by name

      (NOTE: You should have found out in advance the name of the interviewer and how to pronounce the name correctly.)

   2. Introduce yourself

   3. State the purpose of your visit

      EXAMPLE: "Good morning, Mr. Smith. I'm Terry Wright and am here to apply for the position of teacher's aide."

ASSIGNMENT SHEET #6

PART II

Prepare what you will say to both the person in the office and the interviewer for each of the following situations. Use the space provided for your answers.

SITUATION I

WANT AD

Playground supervisor. Salary: minimum wage, Candy Cane Child Care Center 377-2000.

You have a 9:30 a.m. appointment with Mr. Phil Harrison, center director.

A. What will you say to the person in the office? ______________________________

B. What will you say when greeting the interviewer? ______________________________

ASSIGNMENT SHEET #6

SITUATION II

WANT AD

Experienced child care worker.
Lollipop Trail. 943-6374.

You have a 1:30 p.m. appointment with Ruth Jordan, center supervisor.

(NOTE: If you do not know if a female interviewer is married, you should address her as Ms. unless she indicates she would prefer to be addressed another way.)

A. What will you say to the person in the office? ______________________

B. What will you say when greeting the interviewer? ______________________

JOB ORIENTATION
UNIT III

ASSIGNMENT SHEET #7–PRACTICE INTERVIEW QUESTIONS

NAME ______________________ SCORE ______________________

Interviews involve a question/answer situation whereby the interviewee is expected to answer many different questions. It is important for you to think before answering questions and then to be brief, positive, and honest in answering. The following are questions which might be asked when applying for various jobs. Use them as you practice job interviews. This assignment sheet may also be useful to you before going on any actual interviews.

(NOTE: You are not legally obligated to answer discriminatory questions concerning race, creed, color, national origin, sex, age, veteran status, handicaps or disabilities, or marital status. Unfortunately, some employers continue to ask such questions. Answer all questions as openly and honestly as possible.)

How would you answer the following questions? Why do you think each question might be asked? You may want to write down your answers in the spaces provided.

A. Where do you go to school? ______________________

When will you graduate? ______________________

B. What did you like best and what did you like least about the jobs or activities you have performed?

____

____

____

C. Do you have a handicap or health problem which would prevent you from performing the duties of this job?

____

D. At what salary do you expect to start? ______________________

E. Describe the training you have had and how you think it has prepared you for this job.

____

____

____

____

____

ASSIGNMENT SHEET #7

F. What are some of your special abilities?________________________

____

What skills do you have?______________________________

____

What machines can you operate?__________________________

____

G. What personal characteristics do you think are needed to succeed in your vocation?

____

____

H. Is there an area in which you feel you need improvement or additional training in order to perform in this position?

____

I. Please describe your employment history. Include dates, wages earned, and reasons for leaving. Also, include any voluntary or nonpaid activities which contribute to your employment history.

____

____

____

J. May we write or call your last employer?_______________________

K. How many people have you supervised at work or through organizations of which you are a member?

____

L. This job requires working one weekend per month. Would you be able to work this type of schedule?

____

M. How could you contribute to our organization?____________________

____

Why should we hire you?______________________________

____

ASSGNMENT SHEET #7

N. How do you feel about attendance and being on time for work?________________

____

O. Would you be willing to relocate?______________________________

P. When could you start to work?_______________________________

Q. Why would you like a job with this company?_______________________

____

____

____

R. Why do you want *this* job?___________________________________

____

____

____

S. Is there anything else you would like to tell us about yourself?________________

____

____

____

T. Do you have any questions you want to ask us?______________________

____

____

____

U. Are you willing and able to invest time outside regular working hours to attend activities such as staff meetings or training sessions, for which you may or may not be paid?

____

REMEMBER: You never get a second chance to make a good first impression!

Getting a job is a job!

JOB ORIENTATION
UNIT III

ASSIGNMENT SHEET #8--PARTICIPATE IN A JOB INTERVIEW

NAME______________________________ SCORE______________

Now that you are prepared for an interview, team up with another student in class. Assume the roles of interviewer and applicant and then switch so each of you gets to play both roles. Apply for the job you now have, for one you would like to have, or use the sample interview at the end of this assignment sheet. You may want to use the want ads in a local newspaper to find out what jobs are available. Let other classmates evaluate your performance using the job interview evaluation form below. Videotape the practice sessions if possible.

JOB INTERVIEW EVALUATION FORM

Preparing for the Interview	YES	NO
Were you clean, well-groomed, and neat?		
Did you wear appropriate clothes and shoes for the type of job for which you were applying?		
Did you take an ink pen and resumé with the information you may need about social security number, references, addresses, dates employed, and dates attended school?		
Did you go alone, not taking parents, children, spouse, or friends with you?		
Were you on time for the interview?		
Did you know the name and title of the interviewer?		
Did you know pertinent facts about the company, such as name, kind of business, services, teacher-child ratio, child care philosophy, reasons you want to work there, how old the company is, and where the centers are located?		
Were you prepared with appropriate questions? EXAMPLES: What is the child-staff ratio? What will my duties be? What are your philosophies concerning guidance and discipline of children? What type of parent involvement do you have here? Are there job advancement opportunities?		

ASSIGNMENT SHEET #8

	YES	NO
When you met the receptionist/staff member did you smile, introduce yourself, state that you had an appointment, follow the receptionist's/staff member's instructions, and wait patiently?		
Participating in the Interview	**YES**	**NO**
Did you enter with poise and greet the interviewer by name?		
Did you shake hands firmly if the interviewer offered his or her hand?		
Did you introduce yourself and state the purpose of the call?		
Did you seat yourself only at the interviewer's invitation?		
Did you show signs of nervousness? (NOTE: If you do not know where to put your hands, leave them on your lap and keep them still.)		
Did you not place personal things on interviewer's desk, smoke, or chew gum?		
Did you look alert, interested, and enthusiastic? (NOTE: Sit slightly forward in the chair to give an alert appearance.)		
Were you confident and courteous?		
Did you answer questions clearly and not interrupt?		
Anticipating Employer's Questions and Volunteering Proper Information	**YES**	**NO**
Did you avoid giving all "yes" and "no" answers?		
Did you avoid criticisms of former employers or competitors?		
Did you avoid talking about personal problems? (NOTE: The interviewer must be interested more in what you can contribute to the business than what the business can do for you. Do not use a sob story about how desperate you are for a job.)		
Did you show copies of your work if applicable?		

ASSIGNMENT SHEET #8

	YES	NO
Did you state that you are willing to start at the beginning salary?		
Did you find a true, positive statement concerning your reasons for leaving previous jobs, even if you were fired? EXAMPLES: "I was fired because I missed too much work, but I learned from my mistakes." "I was laid off because they did not need as many employees during the slow season."		
Did you try to mention your best qualities in relation to something concrete? EXAMPLE: "I earned 75 percent of my expenses while going to school" is better than saying "I am a hard worker and want to get ahead."		
Did you give the lead back to the interviewer, if you found yourself talking too long, by saying "Perhaps you have some other questions to ask me?"		
Were you prepared for personal questions about your home life and your parents' occupations?		
Were you prepared to respond to questions concerning politics, religion, or economics?		
Did you answer questions about career objectives using specific terms about what you would like to do in the near future in that particular field without limiting your opportunities? EXAMPLE: A position in sales or training program that will eventually lead to a marketing or management position. No locational preference		
Did you look directly at the interviewer, smile, use correct English, and speak in clear, moderate tones? (NOTE: Do not swear or use slang terms.)		
Did you show an interest in the company and/or job by asking questions? EXAMPLE: Did you ask to see the facility?		

ASSIGNMENT SHEET #8

	YES	NO
Did you really try to sell yourself? (NOTE: Never refer to yourself as just average or fair. Always look for a positive response.)		
Did you give the interviewer the opportunity to mention salary and fringe benefits? (NOTE: If the interviewer failed to supply this information, ask about the company's policies regarding salary/fringe benefits.)		
Did you remind the interviewer of the conversation topic if interrupted by a telephone call?		
Closing the Interview	**YES**	**NO**
Did you watch for signs that the interview was over, such as the interviewer shuffling papers and moving around in the chair?		
Did you ask, "May I say one thing more" or "Would you be interested in. . ." if the interview seemed to be ending before all important selling points had been made?		
Did you thank the interviewer for the time and leave promptly?		
Following Up the Interview	**YES**	**NO**
Did you write a follow-up letter, call, or visit again to express interest in the job and appreciation for the opportunity to interview?		

(NOTE: EVEN IF THE INTERVIEWER DOES NOT OFFER THE POSITION, YOU SHOULD LEARN FROM EVERY SITUATION AND TRY TO IMPROVE YOUR INTERVIEWING TECHNIQUES.)

ASSIGNMENT SHEET #8

SAMPLE JOB INTERVIEW

(NOTE: Two students may rehearse this script and read it in front of the class to show how an interview might be conducted.)

A = Applicant

I = Interviewer

A: (Enters room, pauses, smiles, and approaches Ms. Jones whose hand is extended. They shake hands.) Hello, Ms. Jones, I'm Joe Hunter and am applying for the job of a child care aide you advertised in Friday's *Daily Press.*

I: Hello, Mr. Hunter. Won't you have a seat?

A: Thank you. I have a resumé which may be helpful to you. (Hands Ms. Jones the resumé and sits down.)

I: This is a very well prepared data sheet. Well, Joe, tell me about yourself.

A: I'm a junior at Anytown High School where I'm enrolled in vocational home economics education. I'm interested in working in a center like yours while going to school and when I graduate. My older brother works in a child care center in Big City, and I think there are a lot of future opportunities in this field.

I: Joe, have you had any work experience or are you currently working anywhere?

A: Yes. I am working as a nursery attendant at church. I am responsible for keeping the area clean and organizing materials. I have also done babysitting for my relatives and neighbors.

I: What do you think you have learned from your job at the church nursery?

A: Probably the most important thing I have learned is how to care for children, and to be dependable and responsible.

I: What kind of person is your supervisor and how do you get along?

A: My supervisor has several good qualities. She runs a good nursery.

I: Why do you want to work here?

A: I feel there would be more opportunity for me to develop the skills necessary to reach my goal of getting my C.D.A. credential.

ASSIGNMENT SHEET #8

I: How did you get the job at the nursery?

A: A friend of mine who used to work there recommended me as her replacement.

I: When would you be able to start and what hours could you work?

A: I could start work as soon as I give my present supervisor two weeks' notice. I will be able to work from 2:30 to 5:30 on weekdays and all day on weekends and holidays.

I: In which school activities are you involved this year?

A: I am a member of the FHA/HERO student council, and chorus. I should know about any trips with these groups early enough to make arrangements with you and another employee so there will be no problems with missing work.

I: Do you have any financial obligations, such as a car payment?

A: No, Ms. Jones.

I: Have you ever had any difficulty with the police other than a traffic violation?

A: No.

I: How much do you expect to earn?

A: I understand from some of the other employees that a person may begin at the minimum wage and advance with time and experience.

I: That's right. Here is a brochure explaining our pay scale and other benefits.

A: Thank you.

I: Thank you for talking to us. We will let you know about the job soon.

A: (Stands) Thank you for your time, Ms. Jones. Have a good day. (Shakes hands and leaves.)

JOB ORIENTATION
UNIT III

ASSIGNMENT SHEET #9–WRITE A FOLLOW-UP LETTER

NAME________________________________ SCORE________________

Part of the total interviewing process is writing a follow-up letter to the interviewer. The purpose of this letter is to thank the employer for the interview. Use any form you wish or follow the format of the sample follow-up letter on the next page. Use the following information as you write a follow-up letter.

A. Make this last bid for the job a prime example of your excellent work habits

B. Make sure your letter meets the following standards

  1. Typed or written perfectly
  2. Clean, neat, and attractively arranged on the paper
  3. Free from spelling, punctuation, and grammatical errors
  4. Sent within a day or two after the interview

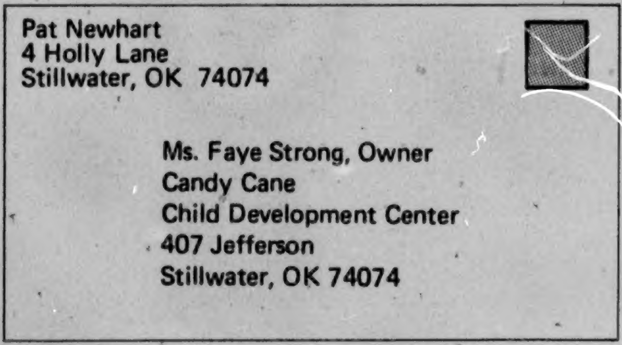
C. Include the following points in your follow-up letter

  1. Express appreciation for interviewer's time and interest
  2. Summarize your qualifications and interest in that position
  3. Include your name, address, and phone number (to make it easier for your employer to contact you)

D. Address a business envelope (9 1/2" x 4 1/4") (Figure 1)

(NOTE: Be sure and type the address EXACTLY the same as the inside address of the letter.)

FIGURE 1



Pat Newhart
4 Holly Lane
Stillwater, OK 74074

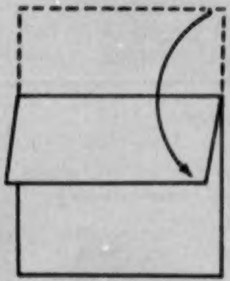
Ms. Faye Strong, Owner
Candy Cane
Child Development Center
407 Jefferson
Stillwater, OK 74074

ASSIGNMENT SHEET #9

E. Fold letter

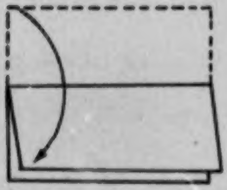
1. Fold slightly less than one-third of the letter toward the top (Figure 2)

   FIGURE 2



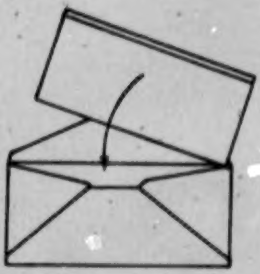
2. Fold down the top of the letter to within 1/2" (1 cm) of the bottom fold (Figure 3)

   FIGURE 3



3. Insert the letter into the envelope with the last crease toward the bottom of the envelope (Figure 4)

   FIGURE 4



ASSIGNMENT SHEET #9

SAMPLE FOLLOW-UP LETTER

4 Holly Lane
Stillwater, Oklahoma 74074

June 19, 19__

Ms. Faye Strong, Owner
Candy Cane Child Development Center
407 Jefferson
Stillwater, Oklahoma 74074

Dear Ms. Strong:

Thank you for interviewing me for the child care aide position in your child development center. I feel that working for Candy Cane Child Development Center would be rewarding and that I am capable of doing the work required. I hope that I will have the opportunity to prove my worth.

The application form you gave me is enclosed.

I will be available for work September 5. You may call me at my home after 3:30. The number is 377-0457.

Sincerely yours,

Pat Newhart

Pat Newhart

Enclosure

JOB ORIENTATION
UNIT III

ASSIGNMENT SHEET #10--EVALUATE A JOB OFFER

NAME ______________________ SCORE ____________

Imagine . . . your first job interview is minutes away. Countdown 5-4-3-2-1!

You enter the employer's office . . . questions . . . answers . . . you continue to feel nervous inside but appear cool outside . . . questions . . . more answers . . . The employer offers you a job!

Grab it? What a relief--no more job interviews! WAIT!!! Instead of saying "yes" or "no" on the spot to a job offer, express your gratitude in a warm and friendly manner, and then ask if you may have time to consider the opportunity you have been offered. Few reputable employers will deny you a reasonable time to be certain before agreeing to take a job.

Avoid getting stuck with a job that's wrong for you by using the checklist to evaluate the job offer!

THE JOB . . .

☐ Do I clearly understand the nature of the work and is it what I want to do? Is there a written job description? Are my responsibilities reflected in the job title?

☐ If this isn't my dream job, can it be a stepping stone as I acquire the skills and experience needed for advancement?

☐ Is the background I'm building so narrow that I will have difficulty transferring it to another employer?

☐ Will I be able to make any decisions affecting my work? Do I care?

☐ Will I need more training and will the company pay for it?

☐ Will overtime be necessary or available?

☐ Will I be able to leave all thought of the job behind at day's end? If not, do I care?

☐ Will I travel or relocate?

☐ Will I be proud to tell my friends/family what I do?

☐ Is the job permanent or temporary?

☐ If permanent, is there reasonable job security?

☐ Does this job require union membership?

ASSIGNMENT SHEET #10

THE COMPANY . . .

☐ Is the firm too large and heavy with rules for my personality?

☐ Is the firm too small to offer room for advancement or impressive credentials for a future resumé?

☐ Does the firm have a healthy financial position and is it a growing organization?

☐ Is there a high turnover of personnel? If so, why?

☐ Does the firm promote from within the ranks or turn to outsiders to fill supervisory jobs?

☐ Have I met the person who would be my immediate supervisor?

☐ Does the supervisor seem like the sort of person with whom I could get along?

☐ Do co-workers appear to be my kind of people?

☐ Is the company's location convenient?

☐ Is the physical setting okay (adequate light, ventilation, cleanliness)?

☐ What is the firm's reputation for fair treatment of employees?

☐ Is a written personnel statement available that covers vacations, sick leave, cause for dismissal, and so forth?

FINANCIAL REWARDS . . .

☐ Do the earnings meet my minimum needs? Are there automatic cost-of-living increases?

☐ What is the method of payment--salary, hourly wage, commission, wages and tips, by the piece, fee?

☐ Are raises based on merit, length of service, formal exams?

☐ Does the company offer profit sharing to employees?

☐ What fringe benefits are given--health insurance, free parking, discount privileges, and others?

WHEN TO SAY NO . . . Should you always turn down an offer that doesn't measure up?

That depends on several questions. How desperately do you need to earn money? How competitive is the field you hope to enter, and would it be best to get your foot in the door any way you can? How valuable is the experience you'll gain? There are times when it is wise to accept a job which is not perfect in your eyes.

On the other hand, it could be best to refuse the offer.

Adapted from "If Things Don't Shape Up, I May Not Take the Job." *Career World,* February, 1977.

JOB ORIENTATION
UNIT III

ASSIGNMENT SHEET #11--COMPARE JOB OPPORTUNITIES

NAME_______________________________ SCORE_______________

When you are offered a job or are changing jobs there are many factors to weigh before taking the position. Some of these include:

--What is your take-home pay?

--What are the benefits which accompany the job?

--How much will it cost to actually be at work each day?

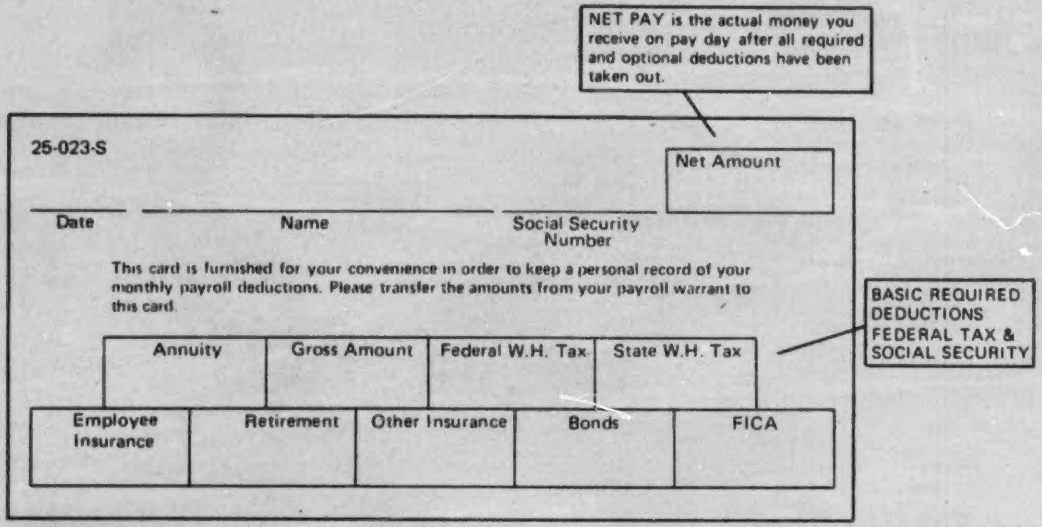
--Would the job be satisfying to you?

--How would the job meet your needs and aspirations?

WHAT'S MY TAKE-HOME PAY?

Salaries and wages are often quoted by employers as gross earnings. Gross earnings are used because tax deductions vary due to the number of dependents, the amount of earnings, and other information.

Optional benefits and deductions offered by an employer also differ. It is generally advisable to ask what programs are available for enrollment as these can affect the actual money you receive on payday.



NET PAY is the actual money you receive on pay day after all required and optional deductions have been taken out.

25-023-S

Net Amount

Date ______ Name ______ Social Security Number ______

This card is furnished for your convenience in order to keep a personal record of your monthly payroll deductions. Please transfer the amounts from your payroll warrant to this card.

Annuity	Gross Amount	Federal W.H. Tax	State W.H. Tax

Employee Insurance	Retirement	Other Insurance	Bonds	FICA

BASIC REQUIRED DEDUCTIONS FEDERAL TAX & SOCIAL SECURITY

ASSIGNMENT SHEET #11

WHAT OTHER BENEFITS DO I GET FROM THIS JOB?

Some benefits associated with working are not always visible. Often some of these overlooked benefits are paid for in part by your employer. At the time of the interview or when considering a position, ask about:

Employer's contributions for your protection

- –Health insurance
- –Profit sharing
- –Unemployment compensation
- –Clothing and safety garments
- –Medical facilities and health tests
- –Pensions
- –Travel insurance (covering mishaps when traveling on business)
- –Education programs or reimbursement for courses related to job

Sick leave with pay

Paid vacations and holidays

Discount privileges, such as discounts on merchandise or services related to the job

WHAT WILL IT COST TO WORK AT THIS JOB?

Frequently we overlook the costs which are associated with being employed. It may be of value to calculate estimated weekly expenses before you make a decision about a job.

Estimate weekly expenses for:

Transportation (parking, bus fares) $______

Lunches (or cost of food eaten away from home, including soft drinks and coffee) $______

Clothing (including cleaning) $______

Child care for working parent $______

Gifts for other employees $______

Special materials, uniforms, or equipment for the job $______

Other $______

TOTAL: $______

ASSIGNMENT SHEET #11

WHAT'S IMPORTANT TO ME IN A JOB?

Take-home pay and benefits may be only part of what you want from a job. Think through what other things you consider important in a job.

What are some of the most rewarding things you've felt about any job you've ever held?

____

____

____

How might you rate the following in order of what's important to you?

_____ Job security (little chance you'll be laid off from the job)

_____ Opportunity for advancement

_____ Recognition for your work

_____ Good wages

_____ Opportunity to learn and use your ideas

_____ Flexible working hours

_____ Long vacations

_____ Pleasant working conditions

_____ Interesting work

_____ Friendly co-workers

_____ Other, such as ____

ARE YOU READY TO DECIDE???

Take all the information you have gathered and summarize it below to reach a decision about whether you want the job or not.

A. Would the job be satisfying to you? Why/why not?

____

____

____

ASSIGNMENT SHEET #11

B. What are the benefits which accompany the job?

____

____

____

C. How much will it cost to actually be at work each day?

____

____

____

D. How would the job meet your needs and aspirations?

____

____

____

E. I estimate my take-home pay to be $________________.

F. I estimate my expenses related to working to be $______________.

G. I would most enjoy______________________________

____

____

about this job.

H. I estimate my job benefits to be worth $______________.

JOB ORIENTATION
UNIT III

ASSIGNMENT SHEET #12–INTERVIEW AN EMPLOYER

NAME______________________________________ SCORE______________

Part of successful employment involves getting along with and establishing a good relationship with your employer(s). It also involves understanding what is expected of you by your employer(s). Arrange to interview an employer in your area. This interview can assist you in getting to know an employer and will help you to determine what is expected of an employee who successfully progresses on the job. Complete the following questions during your interview.

A. How long have you been an employer?________________________________

B. How many employees do you have?___________________________________

C. What are the advantages of your job?________________________________

____

____

____

____

D. What are the disadvantages of your job?______________________________

____

____

____

____

E. What qualities do you expect of employees who successfully progress on the job?

____

____

____

____

ASSIGNMENT SHEET #12

F. What reasons would you use to terminate the employment of one of your employees?

JOB ORIENTATION
UNIT III

ASSIGNMENT SHEET #13--EVALUATE PERSONAL HABITS ASSOCIATED WITH JOB SUCCESS

NAME ______________________________ SCORE ______________

Good habits are necessary in order to establish good human relations and a good relationships with co-workers, employer, and customers.

(NOTE: If you have not yet been employed, base your evaluation on "work situations" in the classroom.)

Use the following checklist to evaluate your personal habits associated with job success.

CO-WORKERS (OR OTHER STUDENTS)	YES	NO
Do you do your own work and not leave it for someone else to do?		
Do you clean up after yourself?		
Are you willing to learn from others about how to do a job better?		
Do you contribute to morale and team spirit at place of business?		
Do you learn names of people with whom you work as soon as possible?		
Do you take a sincere interest in co-workers, their families, and their interests?		
Are you a good listener?		
Do you admit mistakes without making excuses?		
Do you assume blame for things that are your fault?		
Do you avoid gossip?		
Do you support co-workers?		
EMPLOYER (OR TEACHER)	YES	NO
Are you cheerful?		
Do you feel your job is a privilege, not a right?		
Do you try always to do the best you can?		
Do you know your job?		

ASSIGNMENT SHEET #13

	YES	NO
Are you on the job unless excused?		
Are you on time and ready to work?		
Do you try to avoid waste of all kinds (material, time, equipment)?		
Do you look for a better way to do the job?		
Do you tell the truth and are you sincere?		
Do you ask questions when you need help?		
Do you try to see employer's side when there is a problem?		
CUSTOMERS (OR ANYONE WITH WHOM YOU'RE WORKING)	**YES**	**NO**
Do you know what is expected of you and do you do your job well?		
Do you give business-like treatment to customers?		
Do you keep promises made to customers?		
Are you polite to customers?		
Do you recognize customers as buyers of your service and give them their money's worth?		
Are you sincere?		
Do you smile?		
Are you friendly, interested, and sympathetic?		
Do you gain the customer's confidence and listen?		
Do you try not to rush the customer?		
Do you avoid arguing with an angry customer?		
Do you avoid comments that might upset a customer?		
Do you refer matters you cannot handle to the supervisor?		
Do you treat each customer as an individual?		
Do you take pride in winning a customer's friendship?		

ASSIGNMENT SHEET #13

A. What do you feel are your strengths in personal habits associated with job success?

B. What do you feel are your weaknesses in personal habits associated with job success?

JOB ORIENTATION
UNIT III

ASSIGNMENT SHEET #14--WRITE A LETTER OF RESIGNATION

NAME____ SCORE____________

It is not unusual for a person to change jobs a number of times before finding a position regarded as permanent. Part of total career success involves notifying your present employer of your resignation. How do you leave with a good impression?

Sometimes a letter is necessary because of the distance involved or the difficulty of arranging an interview with the proper company official. If notice can be given in person, you should do so. It usually takes little time, but it affords the opportunity for a discussion which could lead to improved understanding, if not other advantages.

A good letter of resignation, including one that merely confirms a conversion, has many possible advantages. Written in a spirit of friendliness and cooperation, it can be a valuable addition to your personnel file. Later on, if supplying a recommendation, a supervisor may wish to see your file to refresh his or her memory about you. Your "exit" letter will show that you apparently left on friendly terms and gave notice in writing. Under the principle of of "all's well that ends well," the letter may cause a better recommendation than would otherwise be written. It can also provide a favorable climate for you to rejoin the company, if unforeseen events bring you back to the company.

Use the following guidelines and the sample letter to write a letter of resignation.

A. Address the letter to your supervisor

B. Imply that your departure will be taken as an inconvenience

C. Begin with a statement that will be of interest and will appeal to your reader

EXAMPLES: Show appreciation for the duration of employment under this business' management

Acknowledge the confidence placed in you by various advancements

Comment on the rewarding experience you have acquired under their direction

(NOTE: The purpose of this is to place your reader in a relaxed frame of mind so that she or he will be receptive to the message that follows.)

D. Give "positive" reasons for going to the new job; avoid "negative" reasons for leaving the job

E. Mention the name of the new employer and the position you are to fill

ASSIGNMENT SHEET #14

F. Give an appropriate time notice

(NOTE: This time interval should meet company regulations. There is no set time that can be quoted; sometimes two weeks, sometimes an even longer period of time. Usually the higher you are in the organization, the more likely it is that you should give notice of a month or more.)

G. End on a constructive or encouraging note

EXAMPLES: Request a personal interview to explain in greater detail

Offer to extend the departure date, if possible, while a replacement is being found

Offer to help train the replacement

Suggest a possible replacement, if not out of place

Simply offer to be available to help in the transition, as needed

H. Keep copy of letter

I. Mail letter

(NOTE: Circumstances may warrant a registered letter.)

ASSIGNMENT SHEET #14

SAMPLE RESIGNATION LETTER

Rosy Neal, Coordinator
Sunshine Care Center
2341 Roadway
Anytown, America 00000

Dear Ms. Neal:

Ten days ago I had no idea that I might be writing you this letter. I must say that my association with Sunshine Care Center has always been gratifying and rewarding. In particular, I appreciate the guidance you personally have given me since my start here thirteen months ago.

Last week, however, I received a job opportunity which I consider too good to pass up. Candy Care Lane Incorporated is staffing its new center in Somecity, Anystate, my old hometown. I have been offered the position of head teacher at an attractive starting salary. Although the income is important, the prospect of returning to the southern Anystate area is irresistable.

I have decided to accept the offer from Candy Care Lane Incorporated. As I am to report on June 1, this letter should give you about four weeks notice.

If there is anything I can do during the next few weeks to help the center prepare for my departure, I shall be happy to be of service.

Respectfully yours,

Debbie Stone

Debbie Stone
Child Care Aide

JOB ORIENTATION
UNIT III

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1–Evaluated to the satisfaction of the instructor

Assignment Sheet #2–Evaluated to the satisfaction of the instructor

Assignment Sheet #3–Evaluated to the satisfaction of the instructor

Assignment Sheet #4–Evaluated to the satisfaction of the instructor

Assignment Sheet #5

PART I

A. ③

B. ④

C. ②

D. ②

E. ②

PART II

A. [✓ have]

B. [✓ will]

C. [✓ confident]

D. [✓ advise]

E. [✓ 30]

PART III

A. The reference book Charm and Poise for Getting Ahead is now available at Martin's Book Store.

B. Examinations will be given for a number of different positions, for example, typist and general clerk, secretary, office manager, and bookkeeper.

C. The meeting is now scheduled for December 12, 1972.

D. Our district manager, Mr. Carther, will call on you.

E. He said, "I appreciate the trouble you have gone through to get me elected, gentlemen, but you can't tell me how to vote in this election."

ANSWERS TO ASSIGNMENT SHEETS

PART IV

A. 0.05

B. 147.77

C. $22.75

D. 35

E. 2

PART V

A. Two hundred seventy-three dollars and seventy-five cents

B. Sixty-one and one-third

C. Ninety and ten sixteenths

D. One hundred percent

E. Six thousand three hundred seventy-two dollars and fifteen cents

PART VI

A. Ⓓ

B. Ⓓ

C. Ⓓ

D. Ⓢ

E. Ⓢ

F. Ⓓ

G. Ⓓ

H. Ⓓ

I. Ⓓ

J. Ⓓ

PART VII

In planning your new office, you have probably accumulated a great deal of up to date information on the subject of carpeting. However, there is something which you may not have considered in detail - the use of decorative tiles as an attractive flooring throughout your office.

This is a question which should be considered seriously. When a young architect decide to build a dreem office, the idea that tilting can be used to compliment the floor plan appears out of the question. Unless you are well acquainted with the newest patters in decorative tiles, however, you have no idea of the unusual affect that some of these patterns may have in office styling.

ANSWERS TO ASSIGNMENT SHEETS

PART VIII

A. ③

B. ①

C. ③

D. ④

E. ②

Assignment Sheet #6--Evaluated to the satisfaction of the instructor

Assignment Sheet #7--Evaluated to the satisfaction of the instructor

Assignment Sheet #8--Evaluated to the satisfaction of the instructor

Assignment Sheet #9--Evaluated to the satisfaction of the instructor

Assignment Sheet #10--Evaluated to the satisfaction of the instructor

Assignment Sheet #11--Evaluated to the satisfaction of the instructor

Assignment Sheet #12--Evaluated to the satisfaction of the instructor

Assignment Sheet #13--Evaluated to the satisfaction of the instructor

Assignment Sheet #14--Evaluated to the satisfaction of the instructor

CC I - 145-A

JOB ORIENTATION
UNIT III

TEST

NAME_______________________________ SCORE_______________

1. Match terms associated with job orientation to the correct definitions. Write the correct numbers in the blanks.

_____a. Fixed payment for labor or services; made on a regular basis

_____b. Person who is questioned and evaluated regarding information relating to the job being applied for

_____c. One who hires another

_____d. Privileged status attained by continued service

_____e. Becoming employed

_____f. Brief, typed summary of qualifications and experience; used in applying for a job

_____g. Ways one acts and feels about people, things, and ideas

_____h. Work, occupation, or job which is usually done for pay

_____i. Objectives and standards of a business or employer

_____j. Continuous process of getting along with people

_____k. Meeting of employer and job applicant for evaluation and questioning

_____l. Payment for labor or services made on an hourly, daily, or piecework basis

_____m. Person to whom questions can be asked concerning an applicant's character or ability

_____n. Goods and/or services a business provides for employees in addition to wages and/or salaries

1. Resumé
2. Attitude
3. Human relations
4. Employer
5. Interview
6. Interviewee
7. Employment
8. Wage
9. Salary
10. Reference
11. Policies
12. Hiring
13. Fringe benefits
14. Seniority
15. Employee
16. Applicant
17. Security

TEST

_____ o. Precautions taken to protect property and/or life

_____ p. One who seeks employment

_____ q. One who works for another

2. State four reasons for holding a job.

a. ____

b. ____

c. ____

d. ____

3. Arrange in order the steps in a practical job-seeking plan. Write a "1" in front of the first step, a "2" in front of the second step, and so on.

_____ a. Obtain employment application forms

_____ b. Write a list of employment possibilities

_____ c. Evaluate a job offer

_____ d. Write a follow-up letter

_____ e. Complete employment application forms

_____ f. Write a complete self-inventory

_____ g. Write a list of possible "contacts" to help you

_____ h. Participate in job interview

_____ i. Prepare a resumé

_____ j. Mail resumé and application forms

_____ k. Arrange interview

4. Distinguish between information to be obtained before (B) and during (D) a job interview. Write the correct letters in the blanks.

_____ a. Opportunity for advancement

_____ b. Seniority

_____ c. How long company has been in business

_____ d. What salary this job pays in similar settings

_____ e. How to pronounce the interviewer's name

TEST

_____f. Public relations

_____g. Employee benefits and working conditions

_____h. Products company makes or services it provides

_____i. Salaries and/or wages

5. Select from the following list guidelines for dressing for an interview. Write an "X" in the blanks before the correct answers.

_____a. Dress to fit the job for which you are applying

_____b. Be conservative

_____c. Be modest and well-groomed

6. Select from the following list recommended interviewing practices. Write an "X" in the blanks before the correct answers.

_____a. Prepare for the interview

_____b. Greet the person interviewing you by name

_____c. Chew gum to calm nerves

_____d. Show a sincere interest in the job for which you are applying

_____e. Be brief, positive, and honest in answering questions

_____f. Take one of your parents to the interview

_____g. Ask questions about the job at the end of the interview

_____h. Maintain eye contact with interviewer

_____i. Offer to give the interviewer any additional information

_____j. Shake hands if the interviewer extends the offer

7. Select from the following list points an interviewer looks for during an interview. Write an "X" in the blanks before the correct answers.

_____a. Experience

_____b. Appearance

_____c. Attitude

_____d. Family background

_____e. Personality

_____f. Preparation

TEST

8. Match personality traits and attitudes associated with job success to the correct definitions. Write the correct numbers in the blanks.

______a. Working in harmony with others

______b. Being eager to help or to take part in some activity

______c. Being able to say the right thing at the right time, without offending others

______d. Taking time to do things right

______e. Doing what one has said will be done; completing duties and assignments

______f. Adjusting easily to new situations

______g. Ability to control temper and emotions

______h. Doing things without being told

______i. Being polite and acting with good manners

______j. Being truthful in all things

______k. Being able to keep confidences and to avoid gossip about work matters

1. Enthusiasm
2. Tact
3. Patience
4. Cooperation
5. Dependability
6. Adaptability
7. Courtesy
8. Honesty
9. Loyalty
10. Initiative
11. Self-control

9. Describe how to increase self-satisfaction in a job.

____

____

____

____

____

10. Select from the following list factors that influence job success. Write an "X" in the blanks before the correct answers.

______a. Marital status

______b. Personal health and grooming

______c. Human relations (personality and attitudes)

______d. Sex

TEST

(NOTE: Test questions 11 through 24 are assignment sheets; these are an important part of this unit. If they have not been completed, check with your instructor.)

11. Prepare a resumé.
12. Write an application letter.
13. Complete employment application form.
14. Arrange job interview.
15. Complete a sample employment test.
16. Prepare opening for job interview.
17. Practice interview questions.
18. Participate in a job interview.
19. Write a follow-up letter.
20. Evaluate a job offer.
21. Compare job opportunities.
22. Interview an employer.
23. Evaluate personal habits associated with job success.
24. Write a letter of resignation.

JOB ORIENTATION
UNIT III

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The points designated in parentheses are intended to be guidelines and should be adapted to meet the needs of each teaching-learning process. The point total is 350.)

1. (34 points)

   a. 9
   b. 6
   c. 4
   d. 14
   e. 12
   f. 1
   g. 2
   h. 7
   i. 11
   j. 3
   k. 5
   l. 8
   m. 10
   n. 13
   o. 17
   p. 16
   q. 15

2. (4 points)

   Any four of the following:

   a. Income to meet obligations
   b. Personal satisfaction
   c. Development of skills for promotion and higher pay
   d. Enjoyment
   e. Feeling of success
   f. To fit into society
   g. Income to raise standard of living

ANSWERS TO TEST

3. (22 points)

    a. 4
    b. 2
    c. 11
    d. 10
    e. 6
    f. 1
    g. 3
    h. 9
    i. 5
    j. 7
    k. 8

4. (18 points)

    a. D
    b. D
    c. B
    d. B
    e. B
    f. D
    g. D
    h. B
    i. D

5. (6 points)

    a, b, c

6. (20 points)

    a, b, d, e, g, h, i, j

7. (12 points)

    a, b, c, e, f

8. (22 points)

    a. 4
    b. 1
    c. 2
    d. 3
    e. 5
    f. 6
    g. 11
    h. 10
    i. 7
    j. 8
    k. 9

ANSWERS TO TEST

9. (5 points)

   Description should include:

   a. Keep a positive attitude

   b. Work toward job advancement

   c. Improve human relations skills

10. (8 points)

    b, c

11. Evaluated to the satisfaction of the instructor (15 points)

12. Evaluated to the satisfaction of the instructor (15 points)

13. Evaluated to the satisfaction of the instructor (15 points)

14. Evaluated to the satisfaction of the instructor (10 points)

15. Evaluated to the satisfaction of the instructor (15 points)

16. Evaluated to the satisfaction of the instructor (15 points)

17. Evaluated to the satisfaction of the instructor (15 points)

18. Evaluated to the satisfaction of the instructor (15 points)

19. Evaluated to the satisfaction of the instructor (15 points)

20. Evaluated to the satisfaction of the instructor (10 points)

21. Evaluated to the satisfaction of the instructor (15 points)

22. Evaluated to the satisfaction of the instructor (10 points)

23. Evaluated to the satisfaction of the instructor (15 points)

24. Evaluated to the satisfaction of the instructor (15 points)

INTRODUCTION TO DEVELOPMENT
UNIT I

UNIT OBJECTIVE

After completing this unit, the student should be able to observe children for accomplishment of developmental tasks. This knowledge will be shown by completing assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with introduction to development to the correct definitions.
2. Match ages of children to the correct developmental stages.
3. State principles of child development.
4. Discuss the influences of early development on later development.
5. List developmental tasks of children.
6. Select from a list ways to meet needs of children.
7. State purposes of observing children.
8. Select from a list guidelines for observing children.
9. Distinguish between hereditary and environmental influences affecting child development.
10. Record children's achievement of developmental tasks.
11. Record ways children's needs are met by child care worker.

INTRODUCTION TO DEVELOPMENT
UNIT I

SUGGESTED ACTIVITIES

I. Suggested activities

A. Order films, filmstrips, or other materials planned to supplement unit.

1. Westlake, Helen Gum. *Parenting and Children*. Lexington, Massachusetts: Ginn and Company, 1981. (Pages 24-42.)

2. Ryder, Verdene. *Contemporary Living*. South Holland, Illinois: Goodheart-Willcox Company, Inc., 1979. (Pages 18-24.)

B. Provide students with objective sheet.

C. Provide students with information and assignment sheets.

D. Discuss unit and specific objectives.

E. Discuss information and assignment sheets.

F. Adapt materials for special needs students.

G. Have students complete a bulletin board illustrating each of the different stages of children.

H. Invite a panel of resource people, such as a children's doctor, child psychologist, parent, and guidance counselor, to discuss information in objectives three, four, five, and six. Have students prepare questions for the panel members before arrival.

I. Have students complete outside readings and supplement unit with information and discussion on behavioral development theories. Include theories by psychologists Erik Erickson, Jean Piaget, Arnold Gesell, John Watson, and B.F. Skinner. Obtain information from the *Parenting and Children*, pages 24-42.

Class discussion should include:

1. Basic beliefs of each theorist

2. Differences among theories

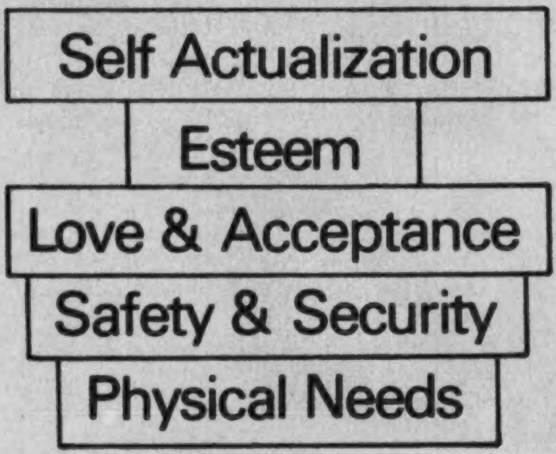
3. Which theory was closely followed by each student's parents

J. Invite an experienced child care worker to class to discuss the needs of children and ways their needs are met in the child care setting.

SUGGESTED ACTIVITIES

K. Supplement objective #6 with information and discussion of Abraham Maslow's system for studying human needs. Maslow's theory shows how human needs affect personality development.

Human Needs



According to Maslow's theory, human needs can be studied in order of priority. Physical needs have first priority. These must be at least partially fulfilled before a person can recognize any other needs. Class discussion should relate these human needs to the ages and stages of the child development process. Use *Contemporary Living* to supplement this information.

L. Assist students in making arrangements at child care facilities for completing observations. This will assist students with Assignment Sheets #2 and #3.

M. Give test

N. Reteach, if necessary

SUGGESTED ACTIVITIES

II. Instructional materials

- A. Objective sheet
- B. Suggested activities
- C. Information sheet
- D. Assignment sheets
    1. Assignment Sheet #1--Distinguish Between Hereditary and Environmental Influences Affecting Child Development
    2. Assignment Sheet #2--Record Children's Achievement of Developmental Tasks
    3. Assignment Sheet #3--Record Ways Children's Needs Are Met by Child Care Worker
- E. Answers to assignment sheets
- F. Test
- G. Answers to test

III. Unit references

A. Lewis, Dora; Banks, Anna; and Banks, Marie. *Teen Horizons.* London: The Macmillan Company, 1970.

B. Draper, Henry; and Draper, Mary Wanda. *Studying Children.* Peoria, Illinois: Chas. A. Bennett Co., Inc., 1977.

C. Brisbane, Holly E. *The Developing Child.* Peoria, Illinois: Chas. A. Bennett Co., Inc., 1980.

D. Bernard, Harold W. *Human Development in Western Culture.* Boston: Allyn and Bacon, Inc., 1978.

E. Hurlock, Elizabeth B. *Child Growth and Development.* New York: Webster Division/McGraw-Hill Book Company, 1978.

F. Westlake, Helen Gum. *Parenting and Children.* Lexington, Massachusetts: Ginn and Company, 1981.

G. Draper, Mary Wanda; and Draper, Henry E. *Caring for Children.* Peoria, Illinois: Chas. A. Bennett Co., Inc., 1979.

H. Baker, Katherine Read; and Fane, Xenia F. *Understanding and Guiding Young Children.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1971.

I. Truitt, Debbie; and Benson, Ann. *Home Economics II: Basic Core.* rev. ed. Stillwater: Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1980.

INTRODUCTION TO DEVELOPMENT
UNIT I

INFORMATION SHEET

I. Terms and definitions

   A. Developmental tasks–Growth responsibilities that arise at or about a certain time in life in which successful accomplishment leads to success in later tasks

   B. Observation--Process of watching, recording, and evaluating children's behavior

   C. Genes--Parts of a chromosome that determine hereditary traits of an individual

   D. Heredity--Qualities and traits inherited from one's ancestors; help determine the wide limits within which a child can develop

   E. Environment--Circumstances, objects, or experiences which combine to form surroundings, and affect the child's development

   F. Physical development--Maturing of body functions and size, in sequence

   G. Motor development–Learning to control the movement of different body parts

   H. Cognitive development--Growth of a child's knowledge and thought processes, in sequence

   I. Emotional development--Changing feelings children have about themselves, others, and the world

   J. Social development–Progress made from the completely self-centered baby through the adult's ability to live and work with others

II. Ages of developmental stages of children

   A. Infant--Birth to twelve months

   B. Toddler–Twelve months to three years

   C. Preschool--Three to six years

   D. School-age--Six to twelve years

III. Principles of child development (Assignment Sheet #1)

   A. Development is the product of a person responding to his or her environment

   B. Development is a constant and gradual process

INFORMATION SHEET

C. Development is most rapid during the early stages

EXAMPLES: Prenatal, infant, and toddler

D. Various aspects of development are interrelated

EXAMPLES: Physical, emotional, social, and cognitive development

E. Development may reverse or remain stable in one area, while progressing in another

F. Each child has a different rate and pattern of development, which tends to remain constant

G. Order of development is in sequence and predictable, although exact timing is not

IV. Influences of early development on later development

A. Growth, behavior, and personality patterns appear and are usually set by the age of two or three

B. Later behavior is affected by the accomplishment or lack of accomplishment of previous developmental tasks

V. Developmental tasks of children (Assignment Sheet #2)

(NOTE: Successful achievement of these developmental tasks results in a sense of trust and confidence in the world, a feeling of self-confidence and independence, a sense of initiative, and an enjoyment in communicating and being with others. It also results in a sense of industry and pleasure in accomplishments, a sense of worth and self-respect, a desire to learn, and the realization of being able to think and act independently.)

A. Establish routines for rest, sleep, activity, and elimination

B. Take food first by sucking; then with a spoon, fork, and cup

C. Manage body through kicking, waving, crawling, grasping, holding, standing, and walking

D. Respond to and receive love from others

E. Recognize some of the limits of demands on others

F. Communicate with others through smiles, sounds, and words

G. Express and begin to control emotions

H. Show ability to use large and small muscles to balance, run, skip, manage buttons and zippers, throw, and catch

I. Get along with children of own age

INFORMATION SHEET

J. Conform to others' expectations and adjust to sharing responsibilities

(NOTE: Shared responsibilities will not only include those within the family setting, but also within school settings and child-care settings.)

K. Develop a sense of what is right and wrong

L. Develop basic skills in speech, reading, writing, and math

M. Learn acceptable ways of getting and managing money successfully, according to needs and wants

VI. Ways to meet needs of children (Assignment Sheet #3)

A. Provide food, clothing, and shelter

B. Provide warmth, companionship, and affectionate care

C. Listen to the child

D. Give opportunities for success

E. Provide praise and encouragement

F. Give opportunities for enjoyment

G. Show respect

H. Understand child's goals

I. Allow child to make a useful contribution to the group/family

J. Provide security and love

K. Show confidence

L. Tell child he or she is loved

M. Discipline when necessary

N. Provide new experiences

O. Provide experiences for socializing

P. Encourage the child's feeling of uniqueness

VII. Purposes of observing children

A. To have a basis for discussion about what children do

B. To become acquainted with individual children in a group

C. To study developmental characteristics of children

INFORMATION SHEET

VIII. Guidelines for observing children

(NOTE: As you observe children you will practice noticing what is happening. You will also recognize the importance of making and recording observations over a period of time. Observation information should be kept confidential within your class.)

A. Dress appropriately for observations

B. Observe only when scheduled

C. Postpone observations if ill

D. Leave unneeded items outside the observation site

EXAMPLES: Purse; coat; books

E. Enter the observation site so that children's activities are least bothered

(NOTE: This may mean entering from a back door or gate.)

F. Observe from a place which will not disturb children's activities

G. Sit to observe when possible

H. Observe one or two children carefully at one time

I. Be objective, yet sensitive to the meaning of what is observed

J. Do not begin conversation or play with the children

(NOTE: This takes them away from their own activities. Do not hesitate, however, to respond briefly to a child's friendliness.)

K. Avoid commenting on the children or laughing about their activities in their presence

L. Do not step into situations with the children unless there seems to be real danger

(NOTE: Situations which need handling are the teacher's responsibility.)

M. Record information

N. Make a note of questions which you may have

(NOTE: Use later opportunities to discuss questions with the coordinator, the director, or the classroom teacher.)

INTRODUCTION TO DEVELOPMENT
UNIT I

ASSIGNMENT SHEET #1–DISTINGUISH BETWEEN HEREDITARY AND ENVIRONMENTAL INFLUENCES AFFECTING CHILD DEVELOPMENT

NAME________________________________ SCORE ______________

Differences in inherited qualities and traits determine the wide limits within which a child can develop. These differences can be attributed to genes present in the ova and sperm at the time of conception. The environment shapes and influences the extent that the child's potential can be reached.

PART I

Distinguish between hereditary and environmental influences affecting children's growth and development. Write an "H" in the blanks before factors influenced by heredity, an "E" in the blanks before factors influenced by environment, and "HE" in the blanks before those factors that are influenced by heredity and environment.

_____A. Color of hair, eyes, and skin

_____B. Health

_____C. Personality

_____D. Eyesight

_____E. Strength

_____F. Relationship with family and friends

_____G. Attainment of education

_____H. Sex

_____I. Body type

_____J. Weight

_____K. Religious affiliation

_____L. Intelligence

_____M. Height

_____N. Blood type

_____O. Defects caused by the mother's contracting of measles during pregnancy

_____P. Defects passed on from another generation

ASSIGNMENT SHEET #1

PART II

NAME______________________________ SCORE ______________

The following case study contains examples of hereditary and environmental influences affecting the development of a four-year-old named Robin. Following the case study, space is provided for you to list the influences described.

- -

Blue-eyed Robin is full of mischief. She plays with children her age in the neighborhood child care center daily. Her teachers there feel that the dark-haired child is doing very well in school and that she is very intelligent. Robin also enjoys her older sister who comes back home to the community of Minot each weekend. Robin's family attends church each Sunday morning. Robin recently went to see her doctor for her monthly check-up. She has diabetes and is under a doctor's care quite often. During the examination the doctor reminded her mother that Robin's bloodtype is B and that she has Rh-positive blood. Robin's growth chart continued to show that she wil grow to be slightly taller than average. Robin is a pretty child. Her mother enjoys her company often.

- -

Hereditary influences- ____

____

____

____

____

Environmental influences- ____

____

____

____

____

ASSIGNMENT SHEET #1

PART III

NAME ______________________ SCORE ______________

As you have an opportunity to observe others around you or reflect on your childhood, use the space that follows to write a story or describe situations that give examples of hereditary and environmental influences. List the influences that you describe in the spaces provided.

Hereditary influences-- ______________________

Environmental influences-- ______________________

ASSIGNMENT SHEET #1

PART IV

You have studied hereditary and environmental influences and how they affect child development. Which do you feel have a greater impact on how one develops--hereditary or environmental influences?

Explain your answer.

INTRODUCTION TO DEVELOPMENT
UNIT I

ASSIGNMENT SHEET #2-RECORD CHILDREN'S ACHIEVEMENT OF DEVELOPMENTAL TASKS

NAME______________________________ SCORE____________________

(NOTE: This assignment sheet should be completed while observing children at a child care facility during an organized play or learning situation. If time and facilities allow, this assignment sheet may be duplicated and used for many observations or may also be completed in parts.)

Observing young children gives you a chance to learn more about their development and behavior. Complete the following observations. Your observation reports will vary depending on the setting you are in and the age or stage of the child. They will also vary depending on the time of day and length of observation. Use unit information and other resources to help you complete this assignment. Take time to discuss your observations as a class after completing this assignment.

OBSERVATIONS ARE CONFIDENTIAL AND SHOULD ONLY BE DISCUSSED IN CLASS.

ASSIGNMENT SHEET #2

PART I

NAME ______________________ SCORE ______________

OBSERVE INFANT'S AND/OR TODDLER'S ACHIEVEMENT OF DEVELOPMENTAL TASKS

First name of child ______________________

Age ______________ Sex ______________

Setting (care center, nursery, preschool, school, family day care home, Head Start, kindergarten, private home, YMCA, other)

____

Number of children present ______________________

Number of adults present ______________________

Date ______________ Time of observation ______________

Length of observation ______________________

Describe as many situations as possible in which there was evidence of achievement of the following developmental tasks.

A. Establish routines for rest, sleep, activity, and elimination.

____

____

____

____

B. Take food first by sucking, then with a spoon, fork, and cup.

____

____

____

____

ASSIGNMENT SHEET #2

C. Manage body through kicking, waving, crawling, grasping, holding, standing, and walking.

D. Respond to and receive love from others.

E. Recognize some of the limits of demands on others.

F. Communicate with others through smiles, sounds, and words.

G. Express and begin to control emotions.

ASSIGNMENT SHEET #2

PART II

NAME ______________________ SCORE __________

OBSERVE PRESCHOOL AND/OR SCHOOL-AGE CHILDREN'S ACHIEVEMENT OF DEVELOPMENTAL TASKS

First name of child ______________________

Age ______________________ Sex __________

Setting (care center, nursery, preschool, school, family day care home, Head Start, kindergarten, private home, YMCA/YWCA, other)

____

Number of children present ______________________

Number of adults present ______________________

Date ______________________ Time of observation __________

Length of observation ______________________

Describe as many situations as possible in which there was evidence of achievement of the following developmental tasks.

A. Balance, run, skip, manage buttons and zippers, throw, and catch with large and small muscles.

____

____

____

____

B. Get along with children of own age.

____

____

____

____

ASSIGNMENT SHEET #2

C. Conform to other's expectations and adjust to sharing responsibilities.

D. Develop a sense of what is right and wrong.

E. Develop basic skills in speech, reading, writing, and math.

F. Learn acceptable ways of getting and managing money successfully according to needs and wants.

INTRODUCTION TO DEVELOPMENT
UNIT I

ASSIGNMENT SHEET #3--RECORD WAYS CHILDREN'S NEEDS ARE MET BY CHILD CARE WORKER

NAME________________________________ SCORE______________

(NOTE: This assignment sheet should be completed while observing a child care worker with children at a child care facility or during an organized play or learning situation. If time and facilities allow, this assignment sheet may be duplicated and used for many observations in a variety of settings.)

Observing those who care for and work with children daily will give you a chance to learn more about ways to meet the needs of children.

Complete the following observation. It may be necessary for you to observe a variety of child care settings in order to observe for each of the items identified. Your observation reports will vary depending on the setting you are in and the age or stage of the child/children. They will also vary depending on the time of day and length of the observation. The previous experience of the child care worker may also affect the ways that he/she meets the needs of children.

Use unit information and other resources to help you complete this assignment. Take time to discuss your observations as a class after completing this assignment.

OBSERVATIONS ARE CONFIDENTIAL AND SHOULD ONLY BE DISCUSSED IN CLASS.

ASSIGNMENT SHEET #3

First name of worker ____________________

Setting (care center, nursery, preschool, school, family day care home, Head Start, kindergarten, private home, YMCA/YWCA, other)

____

Previous experience of the child care worker (child care aide, teacher)

____

____

____

Number of children present ____________________

Number of adults present ____________________

Date ____________________ Time of observation ____________________

Length of observation ____________________

Describe as many situations as possible in which there was evidence of the child care worker meeting the needs of children.

A. Providing food, clothing and shelter.

____

____

____

____

B. Providing warmth, companionship and affectionate care.

____

____

____

____

ASSIGNMENT SHEET #3

C. Listening to the child.

D. Giving opportunities for success.

E. Providing praise and encouragement.

F. Giving opportunities for enjoyment.

G. Showing respect.

ASSIGNMENT SHEET #3

H. Understanding his/her goals.

I. Allowing him/her to make a useful contribution to the group/family.

J. Providing security and love.

K. Showing confidence.

L. Telling the child he/she is loved.

ASSIGNMENT SHEET #3

M. Disciplining when necessary.

N. Providing new experiences.

O. Providing experiences for socializing.

P. Encouraging the child's feeling of uniqueness.

INTRODUCTION TO DEVELOPMENT
UNIT I

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

(NOTE: Students' answers may differ from those listed below. Class discussion should follow completion of this assignment sheet.)

PART I

a. H
b. H and E
c. H and E
d. H and E
e. H and E
f. H and E
g. E
h. H
i. H
j. H and E
k. E
l. H and E
m. H and E
n. H
o. E
p. H

PART II

Hereditary Influences–

Blue eyes, dark hair, intelligence, height, female, and diabetes

Environmental Influences–

Children and teachers at child care center, older sister, Minot, church, mother, intelligence, and height

PART III--Evaluated to the satisfaction of the instructor

PART IV--Evaluated to the satisfaction of the instructor

Assignment Sheet #2--Evaluated to the satisfaction of the instructor

Assignment Sheet #3--Evaluated to the satisfaction of the instructor

INTRODUCTION TO DEVELOPMENT
UNIT I

TEST

NAME____ SCORE________________

1. Match terms associated with introduction to development to the correct definitions. Write the correct numbers in the blanks.

_____a. Qualities and traits inherited from one's ancestors; help determine the wide limits within which a child can develop

_____b. Process of watching, recording, and evaluating children's behavior

_____c. Growth responsibilities that arise at or about a certain time in life in which successful accomplishment leads to success in later tasks

_____d. Parts of a chromosome that determine hereditary traits of an individual

_____e. Circumstances, objects, or experiences which combine to form surroundings, and affect the child's development

_____f. Progress made from the completely self-centered baby through the adult's ability to live and work with others

_____g. Changing feelings children have about themselves, others, and the world

_____h. Growth of a child's knowledge and thought processes, in sequence

_____i. Learning to control the movement of different body parts

_____j. Maturing of body functions and size, in sequence

1. Developmental tasks
2. Observation
3. Genes
4. Social development
5. Heredity
6. Environment
7. Physical development
8. Motor development
9. Emotional development
10. Cognitive development

2. Match ages of children to the correct developmental stages. Write the correct numbers in the blanks.

_____a. Three to six years

_____b. Birth to twelve months

_____c. Six to twelve years

_____d. Twelve months to three years

1. School-age
2. Toddler
3. Infant
4. Preschool

TEST

3. State five principles of child development.

a. __________

b. __________

c. __________

d. __________

e. __________

4. Discuss the influences of early development on later development.

5. List five developmental tasks of children.

a. __________

b. __________

c. __________

d. __________

e. __________

TEST

Select from the following list ways to meet needs of children. Write an "X" in the blanks before the correct answers.

_____a. Listen to the child

_____b. Discipline when necessary

_____c. Provide criticism and act uninterested

_____d. Provide food, clothing, and shelter

_____e. Tell child he or she is loved

_____f. Allow child to spend many hours alone

_____g. Give opportunities for success

_____h. Provide experiences for socializing

_____i. Show confidence

_____j. Provide security and love

7. State two purposes of observing children.

a. ____

____

b. ____

____

8. Select from the following list guidelines for observing children. Write an "X" in the blanks before the correct answers.

_____a. Go in groups of at least five to observe

_____b. Ask children questions while observing them

_____c. Dress appropriately for observations

_____d. Record information

_____e. Sit to observe when possible

_____f. Enter the observation site so that children's activities are interrupted

_____g. Join children's activity groups to observe

_____h. Postpone observations if ill

_____i. Make a note of questions which you may have

TEST

_____j. Observe only when scheduled

_____k. Do not step into situations with the children unless there seems to be real danger

_____l. Observe five or six children at one time

_____m. Take personal belongings with you to observation site

(NOTE: Test questions 9, 10, and 11 are assignment sheets; they are an important part of this unit. If they have not been completed, check with your instructor.)

9. Distinguish between hereditary and environmental influences affecting child development.

10. Record children's achievement of developmental tasks.

11. Record ways children's needs are met by child care worker.

INTRODUCTION TO DEVELOPMENT
UNIT I

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The points designated in parentheses are intended to be guidelines and should be adapted to meet the needs of each teaching-learning process. The point total is 150.)

1. (20 points)
   - a. 5
   - b. 2
   - c. 1
   - d. 3
   - e. 6
   - f. 4
   - g. 9
   - h. 10
   - i. 8
   - j. 7
2. (8 points)
   - a. 4
   - b. 3
   - c. 1
   - d. 2
3. (5 points)

   Any five of the following:

   - a. Development is the product of a person responding to his or her environment
   - b. Development is a constant and gradual process
   - c. Development is most rapid during the early stages
   - d. Various aspects of development are interrelated
   - e. Development may reverse or remain stable in one area, while progressing in another
   - f. Each child has a different rate and pattern of development, which tends to remain constant
   - g. Order of development is in sequence and predictable, although exact timing is not
4. (4 points)

   Discussion should include:

   - a. Growth, behavior, and personality patterns appear and are usually set by the age of two or three

ANSWERS TO TEST

b. Later behavior is affected by the accomplishment or lack of accomplishment of previous developmental tasks

5. (5 points)

Any five of the following:

a. Establish routines for rest, sleep, activity, and elimination

b. Take food first by sucking; then, with a spoon, fork, and cup

c. Manage body by kicking, waving, crawling, grasping, holding, standing, and walking

d. Respond to and receive love from others

e. Recognize some of the limits of demands on others

f. Communicate with others through smiles, sounds and words

g. Express and begin to control emotions

h. Show ability to use large and small muscles to balance, run, skip, manage buttons and zippers, throw, and catch

i. Get along with children of own age

j. Conform to others' expectations and adjust to sharing responsibilities

k. Develop a sense of what is right and wrong

l. Develop basic skills in speech, reading, writing, and math

m. Learn acceptable ways of getting and managing money successfully, according to needs and wants

6. (20 points)

a, b, d, e, g, h, i, j

7. (2 points)

Any two of the following:

a. To have a basis for discussion about what children do

b. To become acquainted with individual children in a group

c. To study developmental characteristics of children

8. (26 points)

c, d, e, h, i, j, k

ANSWERS TO TEST

9. Evaluated to the satisfaction of the instructor (10 points)
10. Evaluated to the satisfaction of the instructor (30 points)
11. Evaluated to the satisfaction of the instructor (20 points)

PHYSICAL AND MOTOR DEVELOPMENT
UNIT II

UNIT OBJECTIVE

After completing this unit, the student should be able to observe and record physical and motor development of children of various stages and ages as well as plan activities for children. This knowledge will be shown by completing assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with physical and motor development to the correct definitions.
2. Arrange in order stages of prenatal development.
3. Select from a list factors that influence prenatal development.
4. Select from a list physical characteristics of a healthy newborn.
5. Describe procedures for newborn care.
6. Select from a list abilities of a newborn.
7. State factors to consider in physical and motor development.
8. Distinguish among physical and motor development of infants, toddlers, preschool, and school-age children.
9. Determine factors to consider when deciding to have a baby.
10. Observe a newborn.
11. Project weights and heights of infants.
12. Record physical and motor development of children.
13. Plan activities for children.

PHYSICAL AND MOTOR DEVELOPMENT
UNIT II

SUGGESTED ACTIVITIES

I. Suggested activities

A. Order films, filmstrips, or other materials planned to supplement unit.

(NOTE: Films and filmstrips are available from the March of Dimes. Write your regional office for a complete listing of resources available. In Oklahoma, write to the March of Dimes; Western Field Office; 6051 North Brookline; Oklahoma City, Oklahoma 73112.)

1. Films

a. *Have a Healthy Baby: Pregnancy*. Color, 22 minutes, Churchill Films, 1978. Available from Churchill Films; 662 North Robertson Avenue; Los Angeles, California 90069.

b. *Have a Healthy Baby: Labor and Delivery*. Color, 29 minutes, Churchill Films, 1978. Available from Churchill Films; 662 North Robertson Avenue; Los Angeles, California 90069.

c. *Story of Eric*. Color, 33 minutes, Centre Films, 1971. Available from Centre Films, Inc.; 1103 North El Centro Avenue; Hollywood, California 90038.

(NOTE: The above films are available on a free-loan basis to Oklahoma teachers *only* from the Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center; 1515 West Sixth; Stillwater, Oklahoma 74074. Out-of-state teachers must order from the addresses listed.)

d. *Are You Ready for the Postpartum Experience?* Color, 17 minutes, Parenting Pictures, 1976. Available from Parenting Pictures; RD 1, Box 355B; Columbia, New Jersey 07832.

(NOTE: This film is available to Oklahoma teachers from the Oklahoma State Department of Health; 1000 N.E. 10th Street, P.O. Box 53551; Oklahoma City, Oklahoma 73152; ATTN: Film Library; or phone 405-271-5724.)

2. Filmstrip teaching kits

a. *Infant Care and Understanding*. SVE/Society for Visual Education, Inc., 1978. Available for purchase from Singer Educational Division; SVE/Society for Visual Education, Inc.; 1345 Diversey Parkway; Chicago, Illinois 60614.

b. *Teaching and Caring*. Maclean Hunter Learning Resources, 1979. Available for purchase from Maclean Hunter Learning Resources; 708 Third Avenue; New York, New York 10017; or phone 212-599-6599.

SUGGESTED ACTIVITIES

3. Other materials

   a. Cherry, Clare. *Creative Movement for the Developing Child*. Belmont, California: Fearon Publishers, 1971.

   b. Werner, Peter H.; and Burton, Elsie C. *Learning Through Movement*. St. Louis: The C.V. Mosby Company, 1979.

   c. Segal, Marilyn. *From Birth to One Year*. Rolling Hills Estates, California: B.L. Winch and Associates, 1974. Available from B.L. Winch and Associates; 45 Hitching Post Drive, Building 2; Rolling Hills Estates, California 90274; or phone 213-547-1240.

   d. Flemming, Bonnie Mack; Hamilton, Darlene Softley; and Hicks, JoAnne Deal. *Resources for Creative Teaching in Early Childhood Education*. New York: Harcourt Brace Jovanovich, Inc., 1977.

   e. *Pregnancy and Nutrition*. (FLT 3110), and *Cost of Raising a Child*. (T4107). Available to Oklahoma teachers from county extension offices.

   f. Draper, Thomas; Ganong, Marilyn Coleman; and Goodell, Virginia. *See How They Grow: Concepts in Child Development and Parenting*. New York: Butterick Publishing, 1980. (Chapters 1, 2, 3, 4, 5, 9, 13, and 17.)

   g. Brisbane, Holly E. *The Developing Child*. 3rd ed. Peoria, Illinois: Chas. A. Bennett, Co., Inc., 1980. (Chapters 3, 4, 5, 6, 9, and 12.)

   h. "Life Before Birth." Reprint from *Life* magazine, 1965. Available for purchase from the Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center; 1515 West Sixth; Stillwater, Oklahoma 74074.

B. Make transparencies.

C. Provide students with objective sheet.

D. Provide students with information and assignment sheets.

E. Discuss unit and specific objectives.

F. Discuss information and assignment sheets.

G. Adapt materials for special needs students.

H. Arrange for a resource person such as a doctor, to discuss prenatal development and factors that influence prenatal development. Also, have doctor or genetic counselor discuss with the class reasons for genetic counseling.

SUGGESTED ACTIVITIES

I. Have students complete outside readings on common hereditary birth defects, such as cystic fibrosis, Down's syndrome, RH blood factor, PKU (phenylketonuria), sickle cell anemia, and Tay-Sachs disease. Students should include causes of, results of, and treatments for the defects in their reports.

J. Have students complete outside readings on common causes of birth defects that are the result of things that the mother does or that happen to her. These might include Rubella (German measles), venereal disease, cerebral palsy, drugs, alcohol, smoking, or X-rays. Reports should include the effects of these on the baby.

K. Obtain a guest speaker to discuss amniocentesis and other tests that can be done to determine normal or abnormal development. Have guest speaker discuss what can be determined by this test.

EXAMPLES: Down's Syndrome and sickle-cell anemia; age and sex of the fetus

L. Assist students in making arrangements with child care facility staff or individuals to observe children. This will help students complete Assignment Sheets #2 and #4.

M. Make concentration cards of the terms and definitions in objective #1, and have students play concentration to reinforce this objective.

N. Have students create a collage of the many stages and ages of children. This collage should portray infants, toddlers, preschool, and school-age children.

O. Invite a panel of resource people, such as a pediatrician, and parents to discuss physical and motor development of each developmental stage of children.

P. Have students begin activity card file. This file should be added to during the entire study of child development. The cards should be 5" x 8" and information format should be similar to the following illustration. Have students complete physical and motor activity cards for each stage of child development.

(Reduced sample card)

Curriculum Area (Topic): ____________________
Stage or Age of Child: ____________________
Teacher Goal: ____________________
Objective(s)-- ____________________
Materials-- ____________________
Procedures-- ____________________
Evaluation-- ____________________
____
____
____

SUGGESTED ACTIVITIES

Q. Assign outside readings from *see How they Grow: Concepts in Child Development and Parenting* (chapters 1, 2, 3, 4, 5, 9, 13, and 17), and *The Developing Child* (chapters 3, 4, 5, 6, 9, and 12).

R. Have students research the Apgar test. Students should find out what the test consists of and its purpose.

S. Arrange for a field trip to a maternity unit of a hospital.

T. Give test.

U. Reteach if necessary.

II. Instructional materials

A. Objective sheet

B. Suggested activities

C. Information sheet

D. Transparency masters

1. TM #1--Functional Areas of the Brain
2. TM #2--First Four Months of Development
3. TM #3--Fetal Development--Fifth and Sixth Months
4. TM #4--End of Ninth Month

E. Assignment sheets

1. Assignment Sheet #1--Determine Factors to Consider When Deciding to Have a Baby
2. Assignment Sheet #2--Observe a Newborn
3. Assignment Sheet #3--Project Weights and Heights of Infants
4. Assignment Sheet #4--Record Physical and Motor Development of Children
5. Assignment Sheet #5--Plan Activities for Children

F. Answers to assignment sheets

G. Test

H. Answers to test

SUGGESTED ACTIVITIES

III. Unit references

A. Draper, Henry; and Draper, Mary Wanda. *Studying Children*. Peoria, Illinois: Chas. A. Bennett Co., Inc., 1977.

B. Brisbane, Holly E. *The Developing Child*. Peoria, Illinois: Chas. A. Bennett Co., Inc., 1980.

C. Bernard, Harold W. *Human Development in Western Culture*. Boston, Massachusetts: Allyn and Bacon, Inc., 1978.

D. Hurlock, Elizabeth B. *Child Growth and Development*. New York: Webster Division/McGraw-Hill Book Company, 1978.

E. Westlake, Helen Gum. *Parenting and Children*. Lexington, Massachusetts: Ginn and Company, 1981.

F. Draper, Mary Wanda; and Draper, Henry E. *Caring For Children*. Peoria, Illinois: Chas. A. Bennett Co., Inc., 1979.

G. Baker, Katherine Read; and Fane, Xenia F. *Understanding and Guiding Young Children*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1971.

H. Truitt, Debbie; and Benson, Ann. *Home Economics II: Basic Core*. rev. ed. Stillwater: Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1980.

I. Terry, Sheila G.; Sorrentino, Jeanette M.; and Flatter, Charles H. *Children: Their Growth and Development*. New York: Gregg Division/McGraw-Hill Book Company, 1979.

J. Benson, Ann. *Occupational Child Development*. Stillwater: Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1975.

PHYSICAL AND MOTOR DEVELOPMENT
UNIT II

INFORMATION SHEET

I. Terms and definitions

A. Prenatal--Before birth

B. Zygote--Unborn child from conception to end of second week

C. Conception--Union of sperm and ovum

D. Embryo--Unborn child at the end of the second week to the end of the second month of pregnancy

E. Fetus--Unborn child from end of the second month to birth

F. Trimester--One, three-month period of pregnancy

(NOTE: Pregnancies are divided and referred to as first, second, or third trimesters.)

G. Physical development--Sequential maturing of body functions and size

H. Motor development--Attainment and use of control over the movement of different body parts

I. Infancy--Span of time, beginning at birth, during which the individual is totally dependent on others for care

(NOTE: This span of time is from birth to 12 months.)

J. Gross motor skills--Actions that use large muscles of the body

EXAMPLES: Arms; legs

K. Fine motor skills--Actions that use small muscles of the body

EXAMPLES: Hands and feet

L. Locomotion--Ability to move from place to place

M. Moro reflex--Self-protection action of the newborn in which the arms and legs move as if there is fear of falling

(NOTE: This is also known as *startle reflex*.)

INFORMATION SHEET

II. Stages of prenatal development (Transparencies #2, #3, and #4)

A. First month

1. Implantation occurs
2. Embryo barely visible to naked eye
3. Begins rapid growth
4. Placenta begins to form

B. End of second month

1. Face completely formed
2. Arms, legs, hands, and feet partially formed
3. Stubby toes and fingers
4. Looks very much like a miniature infant
5. Length--About one inch
6. Weight--One-fifteenth ounce

C. End of third month

1. Arms, legs, hands, feet, fingers, and toes fully formed
2. Nails appear
3. Ears completely formed
4. External genital organs begin to show clear differences
5. When brain signals, muscles respond and fetus kicks
6. Arms bend at wrists and elbows; fingers close
7. Eyes tightly shut; purses lips and opens mouth
8. Brain not sufficiently organized to control reflexes
9. Length--Three inches
10. Weight--One ounce

INFORMATION SHEET

D. End of fourth month

1. Sex easily observed
2. Fetal movements and heart may be heard with stethoscope
3. Fine, downlike hair covers body
4. Skin pinker and less transparent
5. Eyebrows and eyelashes appear
6. Length--Eight and one-half inches
7. Weight--Six ounces

E. End of fifth month

1. Hair appears on head
2. Fat being deposited under skin
3. If born, may live a few minutes

   (NOTE: In a few instances, babies born at this time have survived.)
4. Length--Twelve inches
5. Weight--One pound

F. End of sixth month

1. Fetus covered with cheeselike secretion
2. Skin wrinkled
3. Hair on head fairly well developed
4. Eyes open
5. When born prematurely, approximately one in ten survives
6. Length--Fourteen inches
7. Weight--Two pounds

INFORMATION SHEET

G. End of seventh month

  1. Length--Sixteen inches
  2. Weight--Three pounds, twelve ounces

  (NOTE: The superstition that a baby born in the seventh month will do better than one born in the eighth is entirely false. Each day nearer full term makes a child's chances for survival much better.)

H. End of eighth month

  1. Child has better than 90 percent likelihood for survival
  2. Length--Eighteen inches
  3. Weight--Five pounds, four ounces

I. End of ninth month

  1. Full term
  2. Skin smooth, polished-looking; still covered with cheeselike secretion
  3. No downlike hair except on shoulders and arms
  4. Head hair one inch long
  5. Nails protrude beyond ends of fingers and toes
  6. Eyes usually slate color; impossible to predict final color
  7. Average circumference of head equals circumference of shoulders
  8. Length--Twenty inches
  9. Weight--Seven pounds, eight ounces

III. Factors that influence prenatal development (Assignment Sheet #1)

(NOTE: Any or all of these factors may cause birth defects.)

A. Age of the mother

(NOTE: The optimum age for pregnancy generally seems to be between the ages 25 and 30. There is a higher frequency of birth defects, miscarriages, stillbirths, and premature births among mothers below the age of 18 and over the age of 40. Mothers under 17 are more likely to have miscarriages and low-birth-weight babies. Chances are greater that women over 35, and especially those over 40, may bear an infant with Down's Syndrome--the incidence is one in 2,000 births for mothers at age 25, one in 100 births for mothers at age 45, and one in 40 births for mothers over 45.)

INFORMATION SHEET

B. Rh negative blood incompatability

(NOTE: Rh negative mothers with Rh positive babies or miscarriages should receive an injection of rhogan immediately after the birth of the first child or miscarriage to counteract antibodies that may have built up. This will help prevent problems in future pregnancies.)

C. Nutrition

(NOTE: The prospective mother should be well-nourished long before considering pregnancy to ensure her and her baby's good health.)

D. Infectious diseases

(NOTE: Mental deficiency, stillbirths, miscarriages, blindness, or deafness can result from infectious diseases such as German measles, syphilis, or gonorrhea. These diseases seem to be particularly damaging to the unborn baby if contracted during the early months of pregnancy.)

E. X-ray exposure

F. Drugs

(NOTE: The expectant mother should only take drugs or medication prescribed by her physician. Aspirin, vitamins, and caffeine have been known to cause birth defects.)

G. Smoking

(NOTE: There is evidence that smoking during pregnancy increases the possibility of having a premature birth or a baby of low birth weight.)

H. Alcohol

(NOTE: The consumption of alcohol should be avoided during pregnancy. Alcoholic mothers often bear children with a variety of birth defects. The intoxicating ingredient in liquor crosses the placenta from mother to child, injuring tissue growth and development.)

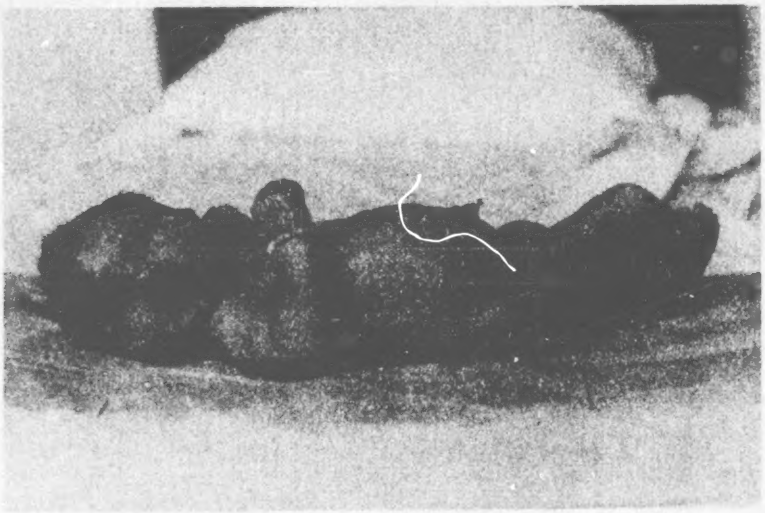
I. Maternal emotions

(NOTE: Emotional disturbances among pregnant women have been found to be associated with various pregnancy and birth complications.)

INFORMATION SHEET

IV. Physical characteristics of a healthy newborn (Figure 1; Assignment Sheet #2)

FIGURE 1



A. Head appears too large for body

(NOTE: It may be temporarily out of shape [lopsided or elongated] due to pressure before or during birth.)

B. Eyes are always dark blue and have a blank, starry gaze

C. Skin is thin, dry, loose and wrinkly

(NOTE: Downy hair [lanugo] is not unusual and some vernix caseosa [white, prenatal skin covering] remains.)

D. Trunk includes short neck; small sloping shoulders; large rounded abdomen; umbilical stump (future navel); and slender, narrow pelvis and hips

E. Genitals of both sexes seem large

F. Legs are most often seen doubled-up against the abdomen in prebirth position

G. Skull has two soft spots or *fontanels*

(NOTE: One fontanel is above brow and one fontanel is close to crown of head in back.)

H. Face includes pudgy cheeks; broad, flat nose; receding chin; and undersized lower jaw

INFORMATION SHEET

I. Hands are clinched and have finely-lined palms; tissue-paper thin nails; dry, loose-fitting skin; and deep, bracelet creases at wrist

J. Weight averages 7 1/2 pounds; length averages 20 inches

K. Feet appear complete

(NOTE: X-ray would show only one real bone at the heel.)

L. Bones are cartilage

V. Procedures for newborn care

A. If the baby does not breathe at once, the doctor gives emergency assistance, stimulating the infant to cry

B. Doctor clamps, cuts, and ties the umbilical cord

C. Infant is cleaned

D. Infant is kept warm

E. Infant's eyes are wiped and drops of one percent silver nitrate are put in them upon request or at doctor's discretion

(NOTE: This treatment is to prevent blindness if child has contracted gonorrhea, or to prevent eye infections.)

F. Indelible copy of the infant's footprint is made for public records (birth certificate)

(NOTE: Mother's thumbprint is taken at this time.)

G. Band bearing the infant's family name is clamped to the wrist and/or ankle

H. Apgar test may be given to test heart rate, breathing, reflexes, muscle tone, and color

(NOTE: Parents must ask for results and explanation of test.)

I. Infant maybe given PKU test for protein utilization

(NOTE: Inability to utilize protein can result in mental retardation.)

J. Male infants are circumcised upon parental request

(NOTE: Circumcision involves surgically removing the foreskin of the penis.)

INFORMATION SHEET

VI. Abilities of a newborn (Assignment Sheet #4)

(NOTE: Although a newborn is tiny and dependent on others for all of his or her needs, a newborn is not helpless. He or she is born with senses and reflexes. At, or shortly after birth, the newborn will be able to do the following things. The doctor will observe and evaluate these senses and reflexes to make sure the baby is healthy.)

A. Follow a rapidly-moving light with eyes

B. Dilate pupils in darkness and constrict them in light

C. Cry

D. Cough

E. Turn away

F. Vomit

G. Lift chin from a prone position

H. Sneeze

I. Blink

J. Yawn

K. Stretch

L. Show sensitivity to tastes, smells, and touch

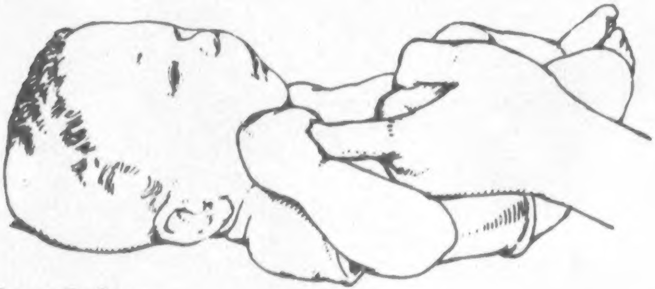
M. Breathe

INFORMATION SHEET

N. Grasp (Figure 2)

(NOTE: The grasp reflex is present in most babies at birth. In this reflex the hand closes strongly when the palm is touched. This reflex is much weaker at the end of the first month.)

FIGURE 2



Grasp Reflex

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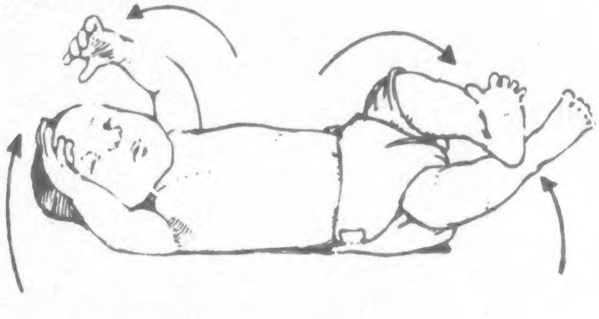
O. Respond to any sudden, intense stimulation (Figure 3)

(NOTE: The Moro or startle reflex is set off by such things as a loud noise or tapping on the abdomen. In this reflex, infants spread their arms apart and then bring them together as if they were hugging someone. Their legs move in the same way. The Moro reflex disappears around three months.)

FIGURE 3

Moro Reflex



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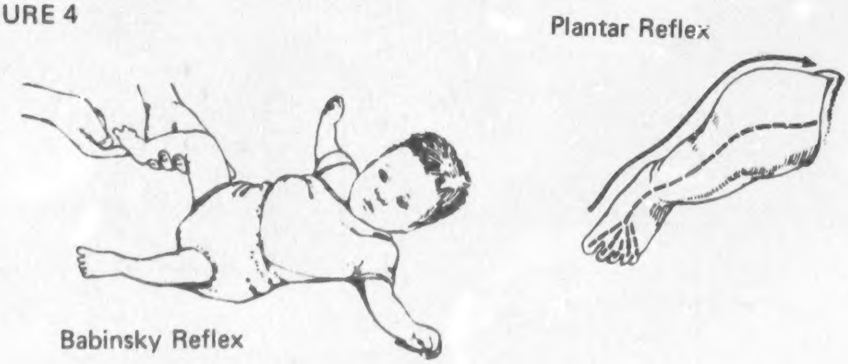
INFORMATION SHEET

P. Fan up toes (Babinsky reflex) and curl down toes (Plantar reflex) (Figure 4)

(NOTE: The Babinsky reflex is set off by stroking the sole of the foot; the Plantar reflex is set off by stroking the sole of the foot which appears later as nerve centers mature.)

FIGURE 4



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Q. Root

(NOTE: The rooting reflex is the baby's way of searching for something to suck on.)

R. Suck

(NOTE: The sucking reflex is set off by touching the baby's cheek, the palm of the hand, or the inside of the mouth. Baby will turn the head in the direction of the touch, the mouth will open, the arm will flex, and the hand will come up to the mouth. He/she may suck on the hand for several minutes. Babies root and suck even when they are not hungry. These reflexes disappear around the age of nine months.)

S. Eliminate wastes

VII. Factors to consider in physical and motor development (Transparency #1; Assignment Sheet #3)

A. Physical and motor development do not occur in isolation

(NOTE: Physical and motor development are interwoven with cognitive, social, and emotional development.)

B. As you learn what physical and motor development to expect at various stages, you can plan daily activities designed to support each child's fullest development potential

INFORMATION SHEET

C. Development progresses from head to foot (cephalocaudal)

(NOTE: The head of the baby is more developed at birth than the arms and legs. Baby's body remains top-heavy for many months. Soon, enough control will have developed over leg muscles to take his/her first steps.)

D. Development progresses from the center of their bodies outward (proximodistal)

EXAMPLE: A baby can control his/her trunk (body) before controlling the shoulders, shoulders before arms, arms before hands, and hands before fingers

E. Gross motor skills develop before fine motor skills

F. Height and weight can be predicted through the use of height and weight growth curve charts

G. Growth spurts occur during infancy and again during the teen years

(NOTE: In twelve months the newborn triples its birth weight and will increase in length by one half.)

H. A suitable environment provides for a child's complete growth

EXAMPLES: Touching, talking, affection, love, fresh air, sunlight, exercise, sufficient sleep, rest, nutritious foods, pleasant surroundings, and relaxed atmosphere

I. Locomotion progresses from sitting with support, sitting alone, crawling, walking with support, and walking alone, to climbing up and down, hopping, running, skipping, jumping rope, and skating

J. Success in tasks encourages success in following tasks

EXAMPLE: A baby who can crawl well will feel good and will begin learning how to walk

INFORMATION SHEET

VIII. Physical and motor development of infants, toddlers, preschool and school-age children (Assignment Sheets #4 and #5)

STAGE	PHYSICAL AND MOTOR DEVELOPMENT
Infant (1 month)	Gazes briefly at bright objects Lifts chin when placed on stomach at two or three weeks
(2 months)	Stares at interesting objects Lifts head when placed on stomach at five or six weeks Lifts chest well above surface when placed on stomach at eight weeks
(3-4 months)	Recognizes caregivers' faces Reaches for objects, but unsteadily Holds head up steadily Rolls from side to back or back to side Closes hand on objects that touch hand Has complete head control when sitting on someone's lap Studies objects intently
(5-6 months)	Sits alone briefly Reaches and grasps successfully, but awkwardly Turns completely over when laid on back or stomach Uses hands to reach, grasp, crumble, bang, and splash
(7-8 months)	Reaches for spoon Pulls up in playpen Sits up steadily Crawls or moves by using arms, knees, or a squirming motion--backward, forward, and sideways Eats with fingers Plays at length with one or two items Creeps
(9-10 months)	Walks when led Reaches for and manipulates objects Picks up tiny objects as well as larger ones Stands holding on to furniture or other support More skillful with spoon Grasps well
(11-12 months)	Fits blocks or boxes inside each other "Pulls" and manipulates everything within reach Walks easily, holding on to objects Stands alone May walk alone Holds and drinks from a cup Shows preference for one hand over the other Feeding frequency decreases since birth Has no control over bladder or bowel Triples birth weight Increases height at birth by one-half

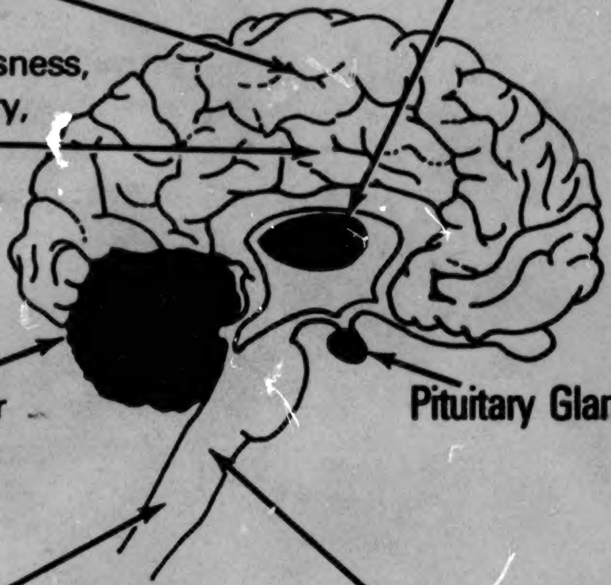
INFORMATION SHEET

STAGE	PHYSICAL AND MOTOR DEVELOPMENT
Toddler (12-15 months)	Climbs on furniture Grasps small objects with thumb and finger Tosses a ball Walks sideways and backward Can open small box
(15-24 months)	Walks up steps Walks backward Removes simple items of clothing Eats with a spoon Builds tower of three cubes Carries and hugs doll or stuffed animal Gets first tooth (NOTE: Biting and chewing replaces mouthing and gumming.) Manipulates push and pull toys easily Turns pages with ease Begins to have bowel and bladder control
(2-3 years)	Runs Kicks ball forward Throws ball overhand but without aiming Disassembles and reassembles objects Unwraps and removes covers from candy or other items
Preschool (3-4 years)	Runs, jumps, hops, skips, gallops Climbs and goes down stairs Slides in skating and dancing motions Can march to rhythm Rolls and crawls on floor Balances self on one foot Jumps over a rope Pedals wheel toys Touches toes Can do sit-ups, chin-ups, and push-ups Throws and bounces a ball Catches a ball or a bean bag Pulls and pushes objects Strings beads Builds with blocks Cuts with scissors Uses large crayons and pencils Rolls wrists and closes fists Cuts out assorted shapes with scissors Can fold paper Screws and unscrews objects Draws directed lines and scribbling Manipulates puzzles with few to several pieces Manipulates simple objects by putting parts which require little skill together Draws a circle--usually from a model Builds a tower of eight cubes--usually from a model Manipulates spoon and fork for self-feeding Dresses with success except for tying shoes, bows, and manipulating some fasteners

INFORMATION SHEET

STAGE	PHYSICAL AND MOTOR DEVELOPMENT
Preschool (Continued)	
(4-5 years)	Climbs play equipment--jungle gym, towers, slides, and ladders Balances on one foot Catches and throws 3, 5, and 12-inch balls Bounces and catches balls Hops on both feet Skips Hops on one foot--four steps Tumbles Constructs towers by stacking several books Draws shapes and letters Holds cup and glass with control Eats with a spoon Begins self-dressing with independence Can undress with ease Turns knobs by rotating wrist Shows definite preference for right or left hand
School-age (5-7 years)	Can walk a straight line Skips rope Skates Does stunts on bars Rides a bicycle Catches a small ball with elbows at sides Maintains rhythmic beat with rhythm instruments Pours from a small pitcher into a glass Uses knife and fork to cut food Dresses self completely (ties bows and shoelaces) Eye-hand coordination ready for reading and writing
(8-12 years)	Faster and more graceful physical action Greater interest in team sports Growth spurts may begin

Functional Areas of the Brain



Cerebral Cortex -- Receives Sensory Information and Controls Motor Activity

Cerebrum -- Contains Consciousness, Intelligence, Memory, and Problem Solving Capabilities

Thalamus -- Connects Spinal Cord and Cerebrum, and is where Emotional Behavior is Regulated

Cerebellum -- Controls Muscular Coordination and Balance

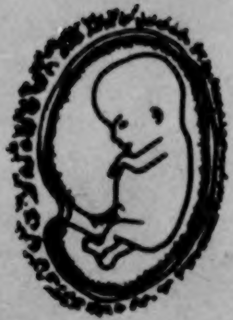
Pituitary Gland -- Endocrine Gland that Secretes Hormones to Regulate Growth, Metabolism, and Sexual Development

Spinal Cord -- Transmits Information and Messages to and from the Brain

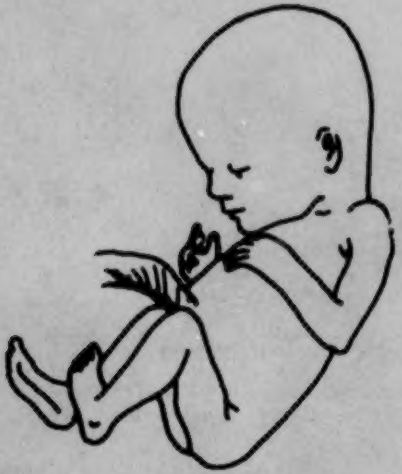
Brain Stem -- Contains Nerve Centers that Control Involuntary Activities, such as Breathing, Heart Rate, and Blood Pressure

First Four Months of Development

THE FIRST TWO WEEKS
Actual Size

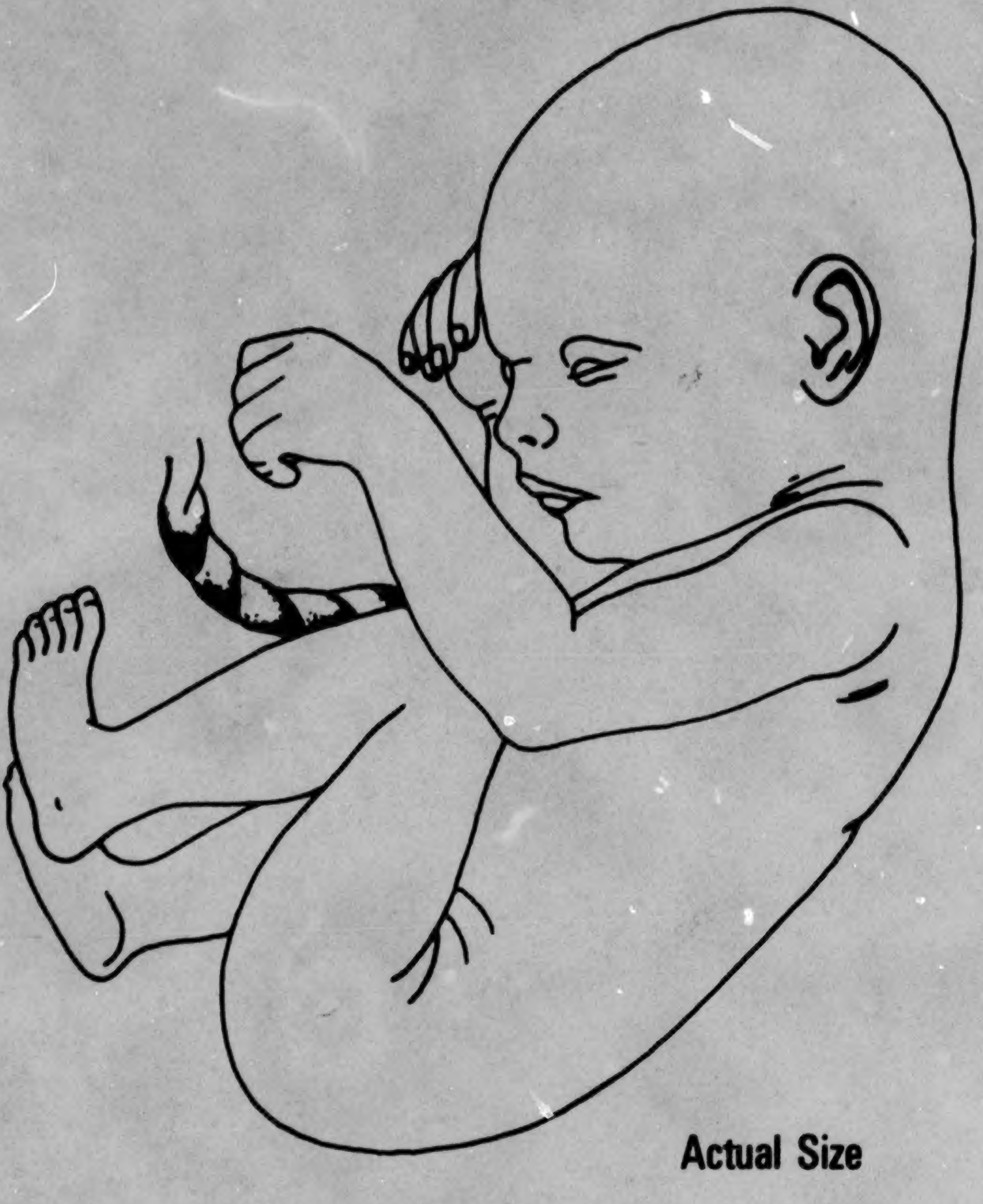


FIRST and SECOND MONTHS
Actual Size

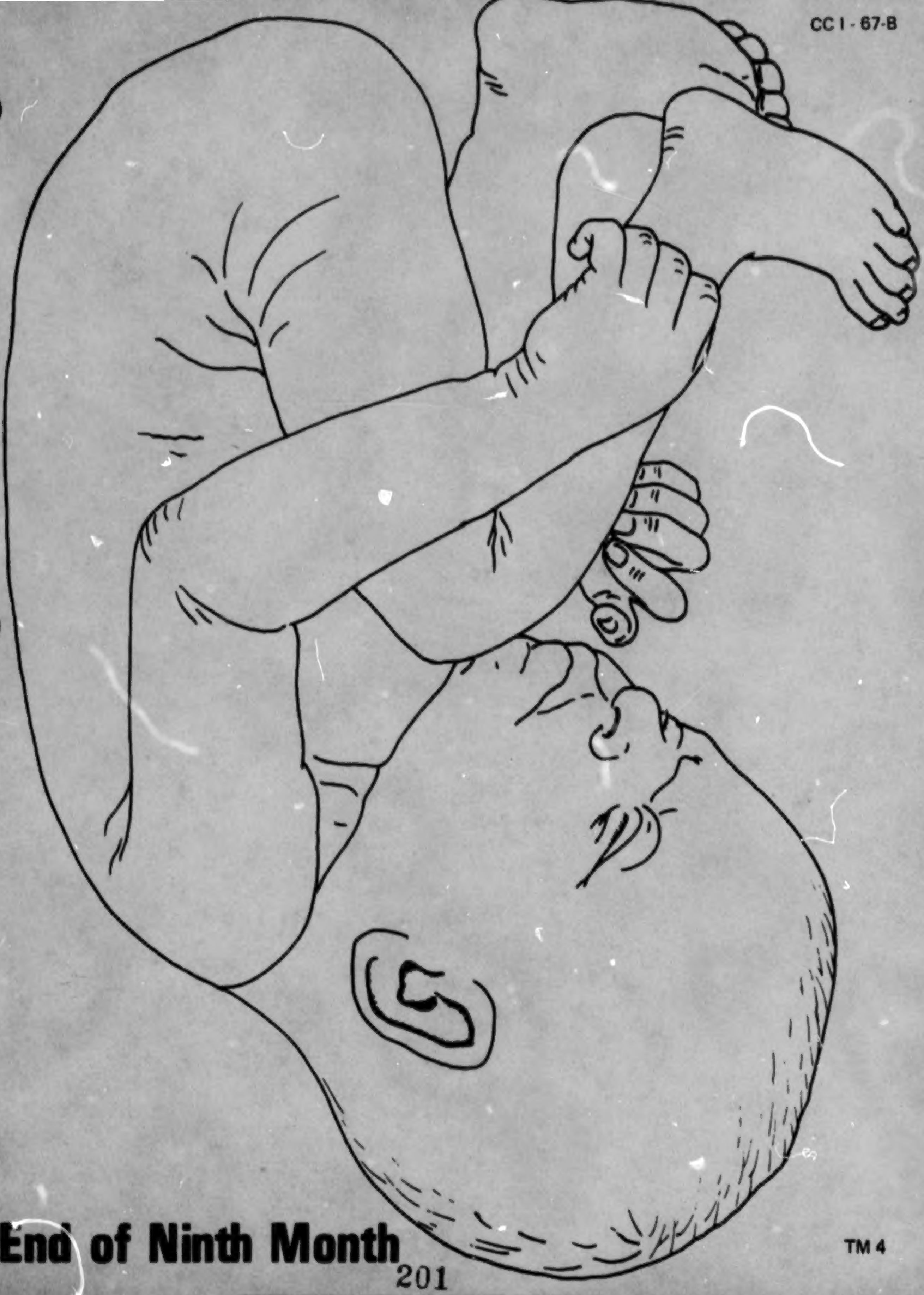


THIRD and FOURTH MONTHS
Actual Size

Fetal Development--
Fifth and Sixth Months



Actual Size



End of Ninth Month

PHYSICAL AND MOTOR DEVELOPMENT
UNIT II

ASSIGNMENT SHEET #1--DETERMINE FACTORS TO CONSIDER WHEN DECIDING TO HAVE A BABY

NAME ______________________________ SCORE ______________

The decision to have a baby is an important one. Prospective parents should think the matter over carefully ahead of time. There are many factors to consider when deciding to have a baby--among these are age and health of the prospective parents, income and the change in lifestyle that can be expected after the baby is born.

PART I

Each of the couples described below is trying to decide whether they should have a baby. List the important things that each should consider, then decide whether you would have a child if you were in the same situation.

SITUATION I

Pat, age 35 and Carl, age 37, have been married for five years. Both partners want to start a family, but are hesitant because of their ages. Pat has been teaching home economics for the past 10 years and Carl is a representative for a life insurance company. They are both in good health. Their combined yearly income is $40,000. They have savings. Pat would be able to stay at home with the baby for a year.

A. What considerations should this couple make? ______________________________

____

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B. What decision would you make? ______________________________

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C. Why would you make this decision? ______________________________

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ASSIGNMENT SHEET #1

SITUATION II

Becky and Phil, both age 25, have been married for five years. Becky has been working as a secretary for an oil firm for the past three years. Phil has just graduated from college and is waiting to find out if he has landed that first big job. They have no savings, Becky brings home $700 a month, and Phil works part time at the grocery store.

A. What considerations should this couple make?____________________________

B. What decision would you make?____________________________

C. Why would you make this decision?____________________________

ASSIGNMENT SHEET #1

SITUATION III

Paula, age 16, has just discovered that she is three months pregnant. She is not married and has decided that she cannot marry. Steve, also age 16, and Paula's blood types are not compatible and the doctor has told her that there may be complications. If Paula decides to go through with the pregnancy, her parents have agreed to help her.

A. What considerations should Paula make?

B. What decision would you make?

C. Why would you make this decision?

ASSIGNMENT SHEET #1

SITUATION IV

Phyllis, age 25, and Joe, age 27, have been married for 5 years. Phyllis has a child from a previous marriage who lives with them. Sandy is 6 years old. Joe was born with a birth defect that required many open heart surgeries. Joe is now able to live a normal life. This couple does have some savings and could manage financially for a year on just Joe's salary. Phyllis and Joe are afraid their child might have the same physical defect Joe had. Their doctor also feels there is a possibility this might happen.

A. What considerations should this couple make?

B. What decision would you make?

C. Why would you make this decision?

ASSIGNMENT SHEET #1

PART II

Interview a couple you know who are considering having a baby. In the space below, list the considerations they are thinking about before making a decision.

____

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If you were making their decision for them, what would you decide?______________

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Why would you make this decision?______________________________

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PHYSICAL AND MOTOR DEVELOPMENT
UNIT II

ASSIGNMENT SHEET #2--OBSERVE A NEWBORN

NAME ______________________________ SCORE ______________

If you have not had an opportunity before to observe the physical appearance and abilities of a newborn, you may be in for a surprise! Complete this assignment at a hospital or at a newborn's home during his or her first week of life. Consider unit information and read other information to help prepare yourself for your visit. Take time to discuss your observations as a class after completing this assignment. Keep in mind that observations are confidential and should only be discussed in class!

PART I

OBSERVE PHYSICAL APPEARANCE OF NEWBORN

First name of child ______________________________

Age ______________________________ Sex ______________

Weight at birth ______________________________ Length at birth ______________

Setting (hospital or home) ______________________________

Date ______________________________

Time of observation ______________________________

Length of observation ______________________________

Describe as many of the following physical characteristics as possible of the newborn.

A. Head-- ______________________________

B. Eyes-- ______________________________

C. Skin-- ______________________________

D. Trunk-- ______________________________

E. Genitals-- ______________________________

F. Legs-- ______________________________

G. Skull-- ______________________________

H. Face-- ______________________________

I. Hands-- ______________________________

J. Feet-- ______________________________

K. Bones-- ______________________________

ASSIGNMENT SHEET #2

PART II

OBSERVE ABILITIES OF NEWBORN

Describe as many of the following abilities as possible of the newborn.

A. Follow a rapidly moving light with eyes-- ____________________

B. Dilate pupils in darkness and constrict them in light-- ____________________

C. Cry-- ____________________

D. Cough-- ____________________

E. Turn away-- ____________________

F. Vomit-- ____________________

G. Lift chin from a prone position-- ____________________

H. Sneeze-- ____________________

I. Blink-- ____________________

J. Yawn-- ____________________

K. Stretch-- ____________________

L. Show sensitivity to tastes, smells, and touch--- ____________________

ASSIGNMENT SHEET #2

M. Breathe-- ______________________________

N. Grasp-- ______________________________

O. Respond to any sudden intense stimulation-- ______________________________

P. Fan up toes and curl down toes-- ______________________________

Q. Root-- ______________________________

R. Eliminate wastes-- ______________________________

S. Suck-- ______________________________

PHYSICAL AND MOTOR DEVELOPMENT
UNIT II

ASSIGNMENT SHEET #3--PROJECT WEIGHTS AND HEIGHTS OF INFANTS

NAME ______________________ SCORE __________

Weights and heights can be projected easily by using standard weight and height charts. Doctors and parents keep height and weight charts in order to check for normal growth and development. Project weights and heights for each of the infants described below. Use the weight and height charts that follow. Be sure to use the chart appropriate for the sex of the infants described.

A. Susie weighed 6 pounds at birth, and was 21 inches in length.

1. How much will Susie weigh when she is 8 months old? __________
2. How long will she be at 8 months? __________
3. What weight category is Susie in? __________
4. What height category is Susie in? __________

B. David weighed 5 pounds at birth, and was 17 inches long.

1. How much will David weigh when he is 11 months old? __________
2. How tall will he be at 11 months? __________
3. What weight category is David in? __________
4. What height category is David in? __________

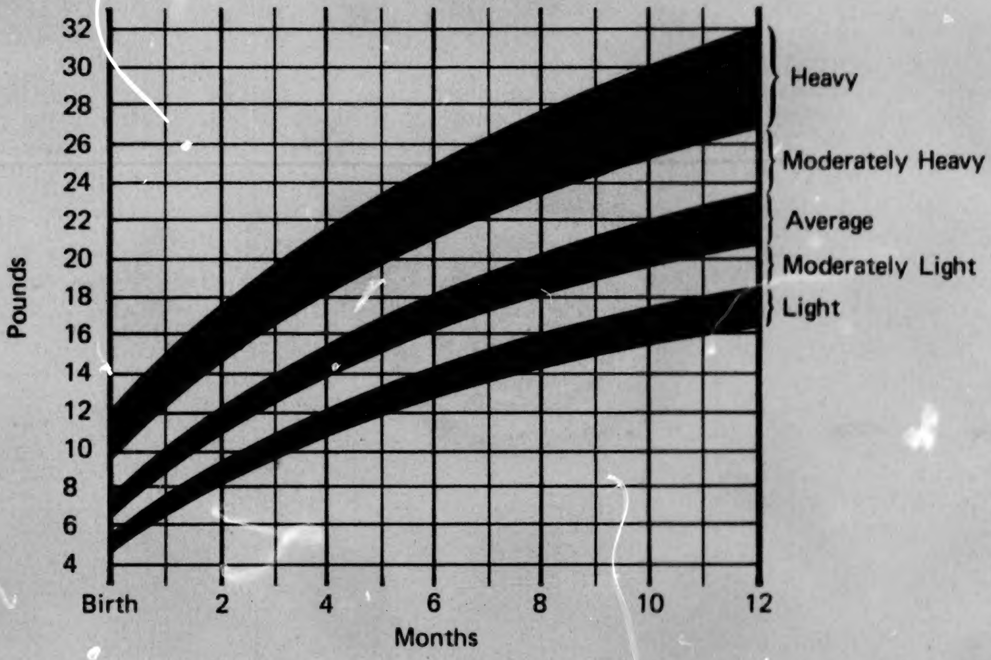
C. Greg weighed 11 pounds at birth, and was 18 inches long.

1. How much will Greg weigh when he is 6 months old? __________
2. How long will he be at 6 months? __________
3. What weight category is Greg in? __________
4. What height category is Greg in? __________
5. If infants triple their birth weight the first year, how much will Greg weigh at the end of one year? __________
6. Is this correct according to the chart? __________
7. If not, what is the difference? __________
8. If infants increase in height by one half the first year, how tall will Greg be at the end of one year? __________
9. Is this correct according to the chart? __________
10. If not, what is the difference? __________

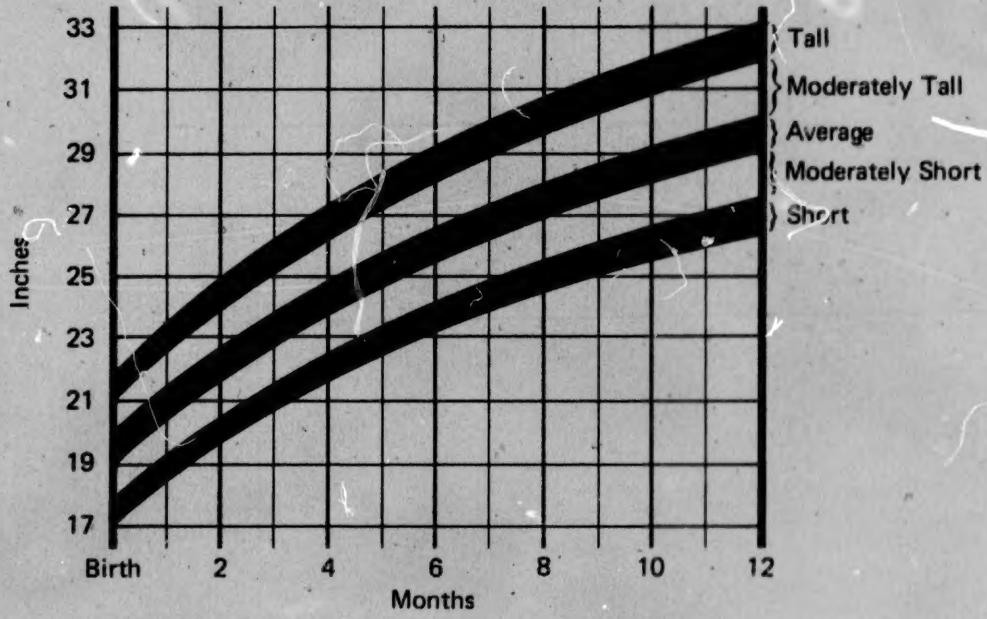
ASSIGNMENT SHEET #3

Baby Girls–Birth to One Year

WEIGHT



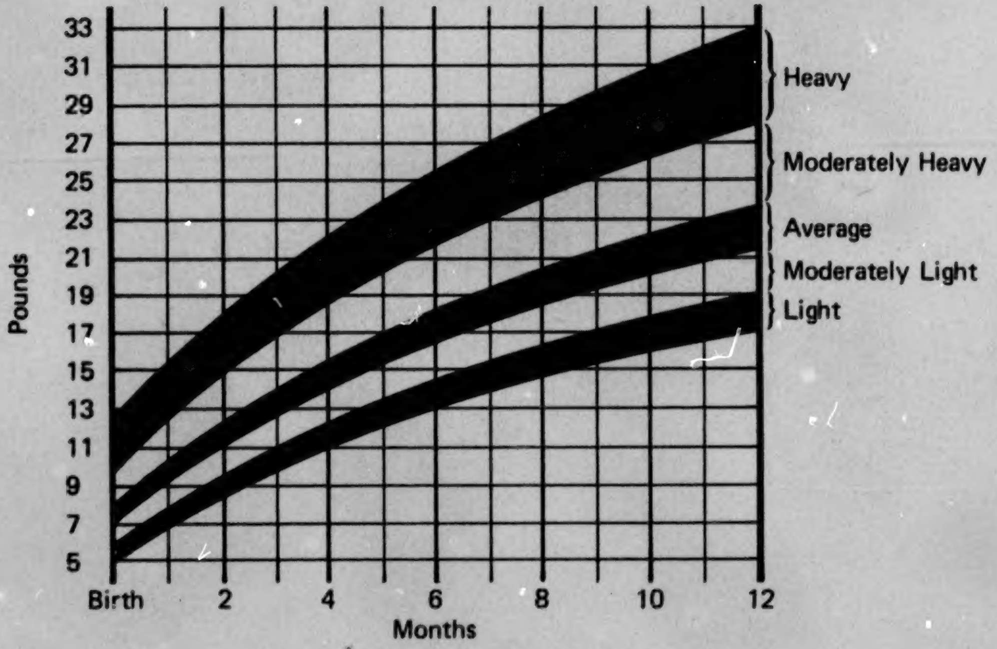
HEIGHT



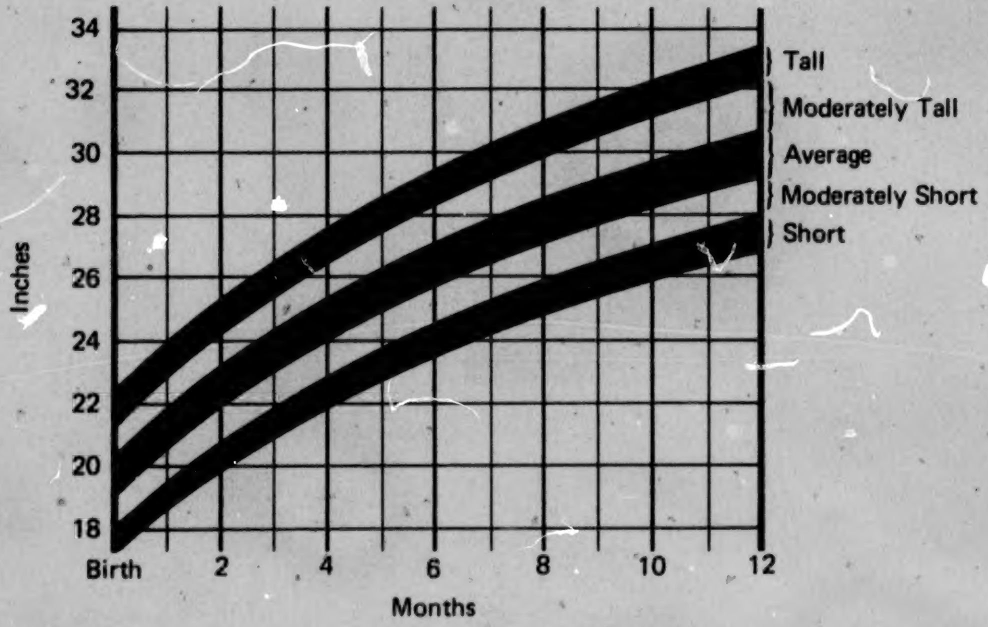
ASSIGNMENT SHEET #3

Baby Boys–Birth to One Year

WEIGHT



HEIGHT



PHYSICAL AND MOTOR DEVELOPMENT
UNIT II

ASSIGNMENT SHEET #4--RECORD PHYSICAL AND MOTOR DEVELOPMENT OF CHILDREN

NAME________________________________ SCORE ______________

(NOTE: If time and observation sites allow, this assignment sheet may be duplicated and used for many observations or may be completed in parts.)

Observing children of various ages gives you a chance to learn more about ways they develop. It will also help you learn what physical and motor development to expect at various stages. This will help you plan daily activities that support each child's fullest development potential.

Complete the following observations. Your observation reports will vary depending on the time of day and the length of the observation. They will also vary depending on the setting you observe in and the specific ages of the children. Use unit information and other resources to help you. Take time to discuss your observations as a class after completing this assignment. This assignment sheet is divided into stages of children and allows for three observations per stage.

OBSERVATIONS ARE CONFIDENTIAL AND SHOULD ONLY BE DISCUSSED IN CLASS!

CC I - 85-B

ASSIGNMENT SHEET #4

PART I

NAME ______________________ SCORE ____________

RECORD PHYSICAL AND MOTOR DEVELOPMENT OF INFANTS

Name of Child #1-- ______________________

Age-- ________ Birth Weight-- ________ Birth Length-- ________

Setting-- ______________________

Date-- ______________________

Time of observation-- ______________________

Length of observation-- ______________________

Name of Child #2-- ______________________

Age-- ________ Birth Weight-- ________ Birth Length-- ________

Setting-- ______________________

Date-- ______________________

Time of observation-- ______________________

Length of observation-- ______________________

Name of Child #3-- ______________________

Age-- ________ Birth Weight-- ________ Birth Length-- ________

Setting-- ______________________

Date-- ______________________

Time of observation-- ______________________

Length of observation-- ______________________

ASSIGNMENT SHEET #4

Complete the following chart, indicating whether or not the infants you observed performed the skills listed by placing an "X" in the spaces following the skills you observed with each child. Use this information to help you answer the questions that follow.

PHYSICAL OR MOTOR SKILL	Child #1	Child #2	Child #3
One month			
Gazed briefly at bright objects			
Lifted chin when placed on stomach at two or three weeks			
Two months			
Stared at interesting objects			
Lifted head when placed on stomach at five or six weeks			
Lifted chest well above surface when placed on stomach at eight weeks			
Three-four months			
Recognized caregiver's faces			
Reached for objects, but unsteadily			
Held head up steadily			
Rolled from side to back or back to side			
Closed hand on object that touched hand			
Had complete head control when sitting on someone's lap			
Studied objects intently			
Five-six months			
Sat alone briefly			
Reached and grasped successfully, but awkwardly			
Turned completely over when placed on back or stomach			
Used hands to reach, grasp, crumble, bang, and splash			

ASSIGNMENT SHEET #4

PHYSICAL OR MOTOR SKILL	Child #1	Child #2	Child #3
Seven-eight months			
Reached for spoon			
Pulled up in playpen			
Sat up steadily			
Crawled or moved by using arms, knees, or a squirming motion--backward, forward, and sideways			
Ate with fingers			
Played at length with one or two items			
Crept			
Nine-ten months			
Walked when led			
Reached for and manipulated objects			
Picked up tiny objects as well as larger ones			
Stood holding on to furniture or other support			
Was more skillful with spoon			
Grasped well			
Eleven-twelve months			
Fit blocks or boxes inside each other			
"Pulled" and manipulated everything within reach			
Walked easily, holding on to objects			
Stood alone			
Walked alone			
Held and drank from a cup			
Showed preference for one hand over the other			
Feeding frequency decreased since birth			
Had no control over bladder or bowel			
Tripled birth weight			
Increased height at birth by one half			

ASSIGNMENT SHEET #4

SUMMARY SHEET

As you complete this portion of this assignment sheet, keep in mind that there are wide variations in normal development and that all children are different.

A. How did child #1 compare to factors in objective VII? ______________________

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B. How did child #2 compare to factors in objective VII? ______________________

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C. How did child #3 compare to factors in objective VII? ______________________

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D. What evidence did you observe of children's development progressing from their heads to their feet? ______________________

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E. What evidence did you observe of children's development progressing from the center of their bodies outward? ______________________

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ASSIGNMENT SHEET #4

F. What evidence did you observe of gross motor skills developing before fine motor skills? ____

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G. What evidence did you observe of locomotion progressing from sitting with support, sitting alone, crawling, walking with support, and walking alone, to climbing up and down, hopping, running, skipping, jumping rope, and skating? ____________

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ASSIGNMENT SHEET #4

PART II

NAME ______________________ SCORE ____________

RECORD PHYSICAL AND MOTOR DEVELOPMENT OF TODDLERS

Name of Child #1-- ______________________

Age-- ____________ Weight-- ____________ Height-- ____________

Setting-- ______________________

Date-- ______________________

Time of observation-- ______________________

Length of observation-- ______________________

Name of Child #2-- ______________________

Age-- ____________ Weight-- ____________ Height-- ____________

Setting-- ______________________

Date-- ______________________

Time of observation-- ______________________

Length of observation-- ______________________

Name of Child #3-- ______________________

Age-- ____________ Weight-- ____________ Height-- ____________

Setting-- ______________________

Date-- ______________________

Time of observation-- ______________________

Length of observation-- ______________________

ASSIGNMENT SHEET #4

Complete the following chart, indicating wheather or not the toddlers you observed performed the skills listed by placing an "X" in the spaces following the skills you observed with each child. Use this information to help you answer the questions that follow.

PHYSICAL OR MOTOR SKILL	Child #1	Child #2	Child #3
Twelve-fifteen months			
Climbed on furniture			
Grasped small objects with thumb and finger			
Tossed a ball			
Walked sideways and backward			
Could open small box			
Fifteen-twenty-four months			
Walked up steps			
Walked backward			
Removed simple items of clothing			
Ate with a spoon			
Built tower of three cubes			
Carried and hugged doll or stuffed animal			
Got first tooth			
Manipulated push and pull toys easily			
Turned pages with ease			
Began to have bowel and bladder control			
Two-three years			
Ran			
Kicked ball forward			
Threw ball overhand but without aiming			
Disassembled and reassembled objects			
Unwrapped and removed covers from candy or other items			

ASSIGNMENT SHEET #4

SUMMARY SHEET

As you complete this portion of this assignment sheet, keep in mind that there are wide variations in normal development and that all children are different.

A. How did child #1 compare to factors in objective VII? ____________________

____

____

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B. How did child #2 compare to factors in objective VII? ____________________

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C. How did child #3 compare to factors in objective VII? ____________________

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D. What evidence did you observe of children's development progressing from their heads to their feet? ____________________

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E. What evidence did you observe of children's development progressing from the center of their bodies outward? ____________________

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ASSIGNMENT SHEET #4

F. What evidence did you observe of gross motor skills developing before fine motor skills? ____________________

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G. What evidence did you observe of locomotion progressing from sitting with support, sitting alone, crawling, walking with support, and walking alone, to climbing up and down, hopping, running, skipping, jumping rope, and skating? ____________________

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ASSIGNMENT SHEET #4

PART III

NAME________________________________ SCORE ______________

RECORD PHYSICAL AND MOTOR DEVELOPMENT OF PRESCHOOL-AGE CHILDREN

Name of Child #1--____

Age--____________ Weight--______________ Height--__________

Setting-- ____

Date-- ____

Time of observation--______________________________________

Length of observation--____________________________________

Name of Child #2--____

Age--____________ Weight--______________ Height--__________

Setting-- ____

Date-- ____

Time of observation--______________________________________

Length of observation--____________________________________

Name of Child #3--____

Age--____________ Weight--______________ Height--__________

Setting-- ____

Date-- ____

Time of observation--______________________________________

Length of observation--____________________________________

ASSIGNMENT SHEET #4

Complete the following chart, indicating whether or not the preschool-age children you observed performed the skills listed by placing an "X" in the spaces following the skills you observed with each child. Use this information to help you answer the questions that follow.

PHYSICAL OR MOTOR SKILL	Child #1	Child #2	Child #3
Three-four years			
Ran, jumped, hopped, skipped, and galloped			
Climbed and went down stairs			
Slid in skating and dancing motions			
Could march to rhythm			
Rolled and crawled on floor			
Balanced on one foot			
Jumped over a rope			
Pedaled wheel toys			
Touched toes			
Could do sit-ups, chin-ups, and push-ups			
Threw and bounced a ball			
Caught a ball or a bean bag			
Pulled and pushed objects			
Strung beads			
Built with blocks			
Cut with scissors			
Used large crayons and pencils			
Rolled wrists and closed fists			
Cut out assorted shapes with scissors			
Could fold paper			
Screwed and unscrewed objects			
Drew directed lines and scribbling			
Manipulated puzzles with few to several pieces			

ASSIGNMENT SHEET #4

PHYSICAL OR MOTOR SKILL	Child #1	Child #2	Child #3
Three-four years (Continued)			
Manipulated simple objects by putting parts which required little skill together			
Drew a circle--usually from a model			
Built a tower of eight cubes--usually from a model			
Manipulated spoon and fork for self-feeding			
Dressed with success except for tying shoes, bows, and manipulating some fasteners			
Four-five years			
Climbed play equipment--jungle gym, towers, slides and ladders			
Balanced on one foot			
Caught and threw 3-, 5-, and 12-inch balls			
Bounced and caught balls			
Hopped on one foot			
Skipped			
Hopped on one foot--four steps			
Tumbled			
Constructed towers by stacking several blocks			
Drew shapes and letters			
Held cup and glass with control			
Ate with a spoon			
Began self-dressing with independence			
Could undress with ease			
Turned knobs by rotating wrist			
Showed definite preference for right or left hand			

ASSIGNMENT SHEET #4

SUMMARY SHEET

As you complete this portion of this assignment sheet, keep in mind that there are wide variations in normal development and that all children are different.

A. How did child #1 compare to factors in objective VII? ______________________

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____

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B. How did child #2 compare to factors in objective VII? ______________________

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C. How did child #3 compare to factors in objective VII? ______________________

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D. What evidence did you observe of children's development progressing from their heads to their feet? ____

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____

____

E. What evidence did you observe of children's development progressing from the center of their bodies outward? ____

____

____

____

ASSIGNMENT SHEET #4

F. What evidence did you observe of gross motor skills developing before fine motor skills? ______________________________

G. What evidence did you observe of locomotion progressing from sitting with support, sitting alone, crawling, walking with support, and walking alone, to climbing up and down, hopping, running, skipping, jumping rope, and skating? ______________________________

ASSIGNMENT SHEET #4

PART IV

NAME ______________________ SCORE ____________

RECORD PHYSICAL AND MOTOR DEVELOPMENT OF SCHOOL-AGE CHILDREN

Name of Child #1-- ______________________

Age-- __________ Weight-- __________ Height-- __________

Setting-- ______________________

Date-- ______________________

Time of observation-- ______________________

Length of observation-- ______________________

Name of Child #2-- ______________________

Age-- __________ Weight-- __________ Height-- __________

Setting-- ______________________

Date-- ______________________

Time of observation-- ______________________

Length of observation-- ______________________

Name of Child #3-- ______________________

Age-- __________ Weight-- __________ Height-- __________

Setting-- ______________________

Date-- ______________________

Time of observation-- ______________________

Length of observation-- ______________________

ASSIGNMENT SHEET #4

Complete the following chart, indicating whether or not the school-age children you observed performed the skills listed by placing an "X" in the spaces following the skills you observed with each child. Use this information to help you answer the questions that follow.

PHYSICAL OR MOTOR SKILL	Child #1	Child #2	Child #3
Five-seven years			
Could walk a straight line			
Skipped rope			
Skated			
Did stunts on bars			
Rode a bicycle			
Caught a small ball with elbows at sides			
Maintained rhythmic beat with rhythm instruments			
Poured from a small pitcher into a glass			
Used knife and fork to cut food			
Dressed self completely (tied bows and shoelaces)			
Eye-hand coordination ready for reading and writing			
Eight-twelve years			
Faster and more graceful physical action			
Greater interest in team sports			
Growth spurts may have begun			

ASSIGNMENT SHEET #4

SUMMARY SHEET

As you complete this portion of this assignment sheet, keep in mind that there are wide variations in normal development and that all children are different.

A. How did child #1 compare to factors in objective VII? ____________________

____

____

____

B. How did child #2 compare to factors in objective VII? ____________________

____

____

____

C. How did child #3 compare to factors in objective VII? ____________________

____

____

____

D. What evidence did you observe of children's development progressing from their heads to their feet? ____________________

____

____

____

E. What evidence did you observe of children's development progressing from the center of their bodies outward? ____________________

____

____

____

ASSIGNMENT SHEET #4

F. What evidence did you observe of gross motor skills developing before fine motor skills? ____

____

____

____

G. What evidence did you observe of locomotion progressing from sitting with support, sitting alone, crawling, walking with support, and walking alone, to climbing up and down, hopping, running, skipping, jumping rope, and skating? ____________________

____

____

____

PHYSICAL AND MOTOR DEVELOPMENT
UNIT II

ASSIGNMENT SHEET #5--PLAN ACTIVITIES FOR CHILDREN

NAME ______________________________ SCORE ____________

Planning activities for children of various stages and ages is challenging. It can also be frustrating if you are not aware of where the child is developmentally. Study unit information on the physical and motor development of the various stages and ages of children. Use this information and additional references, such as catalogs, textbooks, and magazines as you list toys, games, or activities appropriate for each of the stages and ages of children listed. Also, list physical or motor development skills that will be further developed through the toy, game, or activity you list.

STAGE	TOY, GAME, ACTIVITY	PHYSICAL OR MOTOR SKILL
Infant		
1 month	EXAMPLE: Move object in front of infant's eyes and from side to side	Develops head control and eye focusing and following
2 months	EXAMPLE: Allow baby to lie without clothes on a large bed to wave arms and kick legs	Develop body awareness and muscle control

ASSIGNMENT SHEET #5

STAGE	TOY, GAME, ACTIVITY	PHYSICAL OR MOTOR SKILL
Infant (Continued)		
3-4 months	EXAMPLE: Pull up baby with arms from a lying position to sitting position	Strengthens baby's stomach muscles
5-6 months	EXAMPLE: Attach rings to crib head	Develops strength in arms as baby pulls forward
7-8 months	EXAMPLE: Let baby feed self	Develops fine motor hand-to-mouth coordination
9-10 months	EXAMPLE: Give baby a stacking toy	Helps develop eye-hand coordination

ASSIGNMENT SHEET #5

STAGE	TOY, GAME, ACTIVITY	PHYSICAL OR MOTOR SKILL
Toddler 12-15 months	EXAMPLE: Let baby push stroller	Strengthens leg muscles and total body coordination
15-24 months	EXAMPLE: Let toddler climb up and slide down a slide	Develops body coordination
2-3 years	EXAMPLE: Throw bean bag	Develops body coordination

ASSIGNMENT SHEET #5

STAGE	TOY, GAME, ACTIVITY	PHYSICAL OR MOTOR SKILL
Preschool-age 3-4 years	EXAMPLE: Ride tricyle	Develops leg strength and total body coordination
4-5 years	EXAMPLE: Walk balance beam	Develops coordination and balance
School-age 5-7 years	EXAMPLE: Complete woodworking activity	Refines eye-hand coordination and small muscle control

ASSIGNMENT SHEET #5

STAGE	TOY, GAME, ACTIVITY	PHYSICAL OR MOTOR SKILL
School-age 8-12 years	EXAMPLE: Run relay races and have track events	Refines gross motor skills

PHYSICAL AND MOTOR DEVELOPMENT
UNIT II

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1--Evaluated to the satisfaction of the instructor

Assignment Sheet #2--Evaluated to the satisfaction of the instructor

Assignment Sheet #3

A. 1. 16 pounds
   2. 29 inches
   3. Moderately light
   4. Moderately tall

B. 1. 16 pounds
   2. 26 inches
   3. Light
   4. Short

C. 1. 23 pounds
   2. 24 inches
   3. Heavy
   4. Short
   5. 33 lbs.
   6. No
   7. 4 pounds
   8. 27 inches
   9. Yes
   10. None

Assignment Sheet #4--Evaluated to the satisfaction of the instructor

Assignment Sheet #5--Evaluated to the satisfaction of the instructor

PHYSICAL AND MOTOR DEVELOPMENT
UNIT II

TEST

NAME____ SCORE __________________

1. Match terms associated with physical and motor development to the correct definitions. Write the correct numbers in the blanks.

_____a. Union of sperm and ovum

_____b. Unborn child from end of the second month to birth

_____c. Actions that use large muscles of the body

_____d. Actions that use small muscles of the body

_____e. Sequential maturing of body functions and size

_____f. Before birth

_____g. Self-protection action of the newborn in which the arms and legs move as if there is fear of falling

_____h. Unborn child from conception to end of second week

_____i. Ability to move from place to place

_____j. Span of time, beginning at birth, during which the individual is totally dependent on others for care

_____k. One, three-month period of pregnancy

_____l. Unborn child at the end of the second week to the end of the second month of pregnancy

_____m. Attainment and use of control over the movement of different body parts

1. Prenatal
2. Physical development
3. Gross motor skills
4. Locomotion
5. Zygote
6. Fetus
7. Moro reflex
8. Fine motor skills
9. Infancy
10. Conception
11. Embryo
12. Trimester
13. Motor development

TEST

2. Arrange in order stages of prenatal development. Write a "1" before development taking place the first month, a "2" before development taking place the second month, and so on, in the correct blanks.

_____a. 1) Hair appears on head
2) Fat being deposited under skin
3) If born, may live a few minutes
4) Length--Twelve inches
5) Weight--One pound

_____b. 1) Implantation occurs
2) Embryo barely visible to naked eye
3) Begins rapid growth
4) Placenta begins to form

_____c. 1) Full term
2) Skin smooth, polished-looking; still covered with cheeselike secretion
3) No downlike hair except on shoulders and arms
4) Head hair one inch long
5) Nails protrude beyond ends of fingers and toes
6) Eyes usually slate color; impossible to predict final color
7) Average circumference of head equals circumference of shoulders
8) Length--Twenty inches
9) Weight--Seven pounds, eight ounces

_____d. 1) Child has better than 90 percent likelihood for survival
2) Length--Eighteen inches
3) Weight--Five pounds, four ounces

_____e. 1) Length--Sixteen inches
2) Weight--Three pounds, twelve ounces

_____f. 1) Face completely formed
2) Arms, legs, hands and feet partially formed
3) Stubby toes and fingers
4) Looks very much like a miniature infant
5) Length--About one inch
6) Weight--One-fifteenth ounce

_____g. 1) Arms, legs, hands, feet, fingers, and toes fully formed
2) Nails appear
3) Ears completely formed
4) External genital organs begin to show clear differences
5) When brain signals, muscles respond and fetus kicks
6) Arms bend at wrists and elbows; fingers close
7) Eyes tightly shut; purses lips and opens mouth
8) Brain not sufficiently organized to control reflexes
9) Length--Three inches
10) Weight--One ounce

TEST

_____h. 1) Fetus covered with cheeselike secretion
2) Skin wrinkled
3) Hair on head fairly well developed
4) Eyes open
5) When born prematurely, approximately one in ten survives
6) Length--Fourteen inches
7) Weight–Two pounds

_____i. 1) Sex easily observed
2) Fetal movements and heart may be heard with stethoscope
3) Fine, downlike hair covers body
4) Skin pinker and less transparent
5) Eyebrows and eyelashes appear
6) Length--Eight and one-half inches
7) Weight--Six ounces

3. Select from the following list factors that influence prenatal development. Write an "X" in the blanks before the correct answers.

_____a. Age of mother

_____b. Races of the parents

_____c. Blood types of parents

_____d. Nutrition

_____e. Drugs

_____f. X-ray exposure

_____g. Infectious diseases

_____h. Alcohol

4. Select from the list below physical characteristics of a healthy newborn. Write an "X" in the blanks before the correct answers.

_____a. Skull has two soft spots or *fontanels*

_____b. Head appears too small for body

_____c. Skin is thin, dry, loose, and wrinkly

_____d. Feet appear incomplete

_____e. Eyes are always dark blue and have a blank, starry gaze

_____f. Weight averages a 8-10 pounds; length averages 22-24 inches

_____g. Legs are most often seen doubled-up against the abdomen in prebirth position

_____h. Face includes pudgy cheeks; broad, flat nose; receding chin; and undersized lower jaw

TEST

5. Describe three procedures for newborn care.

a. ____

____

____

b. ____

____

____

c. ____

____

____

6. Select from the following list abilities of a newborn. Write an "X" in the blanks before the correct answers.

_____a. Cry

_____b. Stretch

_____c. Talk

_____d. Grasp

_____e. Crawl

_____f. Fan up toes and curl down toes

_____g. Eliminate wastes

7. State five factors to consider in physical and motor development.

a. ____

____

b. ____

____

c. ____

____

TEST

d. ____

____

e. ____

____

8. Distinguish among physical and motor development of children. Write an "I" before physical and motor development characteristic of infants, a "T" before toddlers, a "P" before preschool-age, and an "S" before school-age in the correct blanks.

_____a. Faster and more graceful physical action

_____b. Cuts with scissors

_____c. Gazes briefly at bright objects

_____d. Shows preference for one hand over the other

_____e. Pedals wheel toys

_____f. Walks up steps

_____g. Growth spurts may begin

_____h. Greater interest in team sports

_____i. Tosses a ball

_____j. Eats with a spoon

_____k. Dresses with success except for tying shoes, bows, and manipulating some fasteners

_____l. Runs, jumps, hops, skips, gallops

(NOTE: Test questions 9 through 13 are assignment sheets. They are an important part of this unit. If they have not been completed, check with your instructor.)

9. Determine factors to consider when deciding to have a baby.

10. Observe a newborn.

11. Project weights and heights of infants.

12. Record physical and motor development of children.

13. Plan activities for children.

PHYSICAL AND MOTOR DEVELOPMENT
UNIT II

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The points designated in parentheses are intended to be guidelines and should be adapted to meet the needs of each teaching-learning process. The point total is 300.)

1. (26 points)

   a. 10
   b. 6
   c. 3
   d. 8
   e. 2
   f. 1
   g. 7
   h. 5
   i. 4
   j. 9
   k. 12
   l. 11
   m. 13

2. (18 points)

   a. 5
   b. 1
   c. 9
   d. 8
   e. 7
   f. 2
   g. 3
   h. 6
   i. 4

3. (16 points)

   a, d, e, f, g, h

4. (16 points)

   a, c, e, g, h

5. (6 points)

   Any three of the following:

   a. If the baby does not breathe at once, the doctor gives emergency assistance, stimulating the infant to cry

   b. Doctor clamps, cuts, and ties the umbilical cord

   c. Infant is cleaned

ANSWERS TO TEST

d. Infant is kept warm

e. Infant's eyes are wiped and drops of one percent silver nitrate are put in them upon request or at doctor's discretion

f. Indelible copy of the infant's footprint is made for public records (birth certificate)

g. Band bearing the infant's family name is clamped to the wrist and/or ankle

h. Apgar test may be given to test heart rate, breathing, reflexes, muscle tone, and color

i. Infant may be given PKU test for protein utilization

j. Male infants are circumcised upon parental request

6. (14 points)

a, b, d, f, g

7. (10 points)

Any five of the following:

a. Physical and motor development do not occur in isolation

b. As you learn what physical and motor development to expect at various stages, you can plan daily activities designed to support each child's fullest development potential

c. Development progresses from head to foot (cephalocaudal)

d. Development progresses from the center of their bodies outward (proximodistal)

e. Gross motor skills develop before fine motor skills

f. Height and weight can be predicted through the use of height and weight growth curve charts

g. Growth spurts occur during infancy and again during the teen years

h. A suitable environment provides for a child's complete growth

i. Locomotion progresses from sitting with support, sitting alone, crawling, walking with support, and walking alone, to climbing up and down, hopping, running, skipping, jumping rope, and skating

j. Success in tasks encourages success in following tasks

ANSWERS TO TEST

8. (24 points)

a. S

b. P

c. I

d. I

e. P

f. T

g. S

h. S

i. T

j. T

k. P

l. P

9. Evaluated to the satisfaction of the instructor (25 points)

10. Evaluated to the satisfaction of the instructor (20 points)

11. Evaluated to the satisfaction of the instructor (20 points)

12. Evaluated to the satisfaction of the instructor (80 points)

13. Evaluated to the satisfaction of the instructor (25 points)

COGNITIVE AND LANGUAGE DEVELOPMENT
UNIT III

UNIT OBJECTIVE

After completing this unit, the student should be able to carry out sensory, concept, and language development activities with children. This knowledge will be shown by completing assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with cognitive and language development to the correct definitions.
2. Select from a list facts related to cognitive development.
3. Select from a list factors that affect cognitive development.
4. State ways cognitive ability is measured.
5. List the five senses.
6. Discuss ways children learn through the sensory system.
7. List examples of activities that stimulate sensory development.
8. Select from a list Jerome S. Bruner's ideas on early intelligence.
9. Discuss Jean Piaget's theories on children's thinking.
10. Select from a list conditions that help children learn.
11. List types of cognitive activity.
12. Select from a list common concepts children develop.
13. Distinguish among cognitive development skils of infants, toddlers, preschool, and school-age children.
14. Arrange in order the sequence of language development.
15. Select from a list factors that influence language development.
16. List types of speech defects or disorders.
17. Distinguish between methods of correcting minor and major speech defects.
18. Select from a list ways to communicate with children.

OBJECTIVE SHEET

19. Distinguish among language development of infants, toddlers, preschool, and school-age children.
20. Illustrate children's sensory development.
21. Carry out sensory development activities.
22. Apply Bruner's ideas on early intelligence.
23. Apply Piaget's theories on children's thinking.
24. Evaluate learning conditions.
25. Illustrate children's concept development.
26. Carry out concept development activities.
27. Record cognitive development of children.
28. Record language development of children.
29. Plan cognitive and language development activities for children.
30. Carry out language development activities.

COGNITIVE AND LANGUAGE DEVELOPMENT
UNIT III

SUGGESTED ACTIVITIES

I. Suggested activities

A. Make transparencies

B. Order films, filmstrips, or other materials planned to supplement unit.

1. Multimedia teaching kits

   a. *Me, Myself, and I: How Preschoolers See Themselves*. Available for purchase from J.C. Penney Company, Inc.; 1301 Avenue of the Americas; New York, New York 10019.

   b. *The Butterick Child Development Series*. Includes four programs available for purchase singly or as a set from Maclean Hunter Learning Resources; 708 Third Avenue; New York, New York 10017; or phone 212-599-6599.

      1) *The Prenatal Period and Infancy*.

      2) *The Toddler*.

      3) *The Preschooler*.

      4) *The School-age Child*.

   c. *Teaching and Caring: The Role of the Child-Care Aide*. Available for purchase from Maclean Hunter Learning Resources; 708 Third Avenue; New York, New York 10017; or phone 212-599-6599.

2. Other materials

   a. Draper, Mary Wanda; and Draper, Henry E. *Caring for Children*. Peoria, Illinois: Chas. A. Bennett Co., Inc., 1979. (Chapters 5 and 25.)

   b. Draper, Thomas; Ganong, Marilyn Coleman; and Goodell, Virginia. *See How They Grow: Concepts in Child Development and Parenting*. New York: Butterick Publishing, 1980. (Chapters 6, 10, 14, and 18.)

   c. Corcoran, Gertrude B. *Language Experience for Nursery and Kindergarten Years*. Itasca, Illinois: F.E. Peacock Publishers, Inc., 1976.

   d. Karnes, Merle B. *Helping Young Children Develop Language Skills: A Book of Activities*. Reston, Virginia: The Council for Exceptional Children, 1968. Available from The Council for Exceptional Children; 1920 Association Drive; Reston, Virginia 22091.

SUGGESTED ACTIVITIES

  e. Spitzer, Dean R. *Concept Development and Learning in Early Childhood*. Columbus, Ohio: Charles E. Merrill Publishing, A Bell & Howell Company, 1977. Available from Charles E. Merrill Publishing, A Bell & Howell Company; Columbus, Ohio 43216.

  f. Segal, Marilyn. *From Birth to One Year*. Rolling Hills Estates, California: B.L. Winch and Associates, 1974. Available from B.L. Winch and Associates; 45 Hitching Post Drive, Building 2; Rolling Hills Estates, California 90274; or phone 213-547-1240.

  g. Flemming, Bonnie Mack; Hamilton, Darlene Softley; and Hicks, JoAnne Deal. *Resources for Creative Teaching in Early Childhood Education*. New York: Harcourt Brace Jovanovich, 1977.

C. Provide students with objective sheet.

D. Provide students with information and assignment sheets.

E. Discuss unit and specific objectives.

F. Discuss information and assignment sheets.

G. Adapt materials for special needs students.

H. Invite a child psychologist, mental health resource person, or regional guidance center counselor, to discuss Bruner's ideas on early intelligence and Piaget's theories on children's thinking. This will reinforce information in objectives #8 and #9, and will assist students in completing Assignment Sheets #3 and #4.

I. Supplement unit with information and/or discussion on parts and functions of the human brain; use Transparencies #1 and #2 to assist in teaching.

J. Invite a doctor, child psychologist, counselor, or psychometrist to discuss the testing of young children. The tests he/she might discuss include the Cattell, Gesell, and Bayley tests. Discussion should include characteristics of the tests as well as behaviors each test measures. This will reinforce information in objective #4.

K. Arrange for a study tour to an office of a speech therapist or arrange for this person to come to class to discuss objectives #14, #15, #16, #17, #18, and #19. This will also help students complete Assignment Sheets #9, #10, and #11.

L. Have students listen to records designed for young children. Discuss devices used in the records to get the children's attention and how records try to improve language skills.

M. Have students watch children's television programs--one educational program and one cartoon. Follow with class discussion on how the two programs differ and why these programs appeal to children.

SUGGESTED ACTIVITIES

N. Invite a children's book writer, editor, or publisher to discuss his/her career and what he or she tries to accomplish in the writing, editing, or publishing of children's literature. A local librarian may also speak on children's literature.

O. Invite a teacher from a day care center to discuss the cognitive activities planned for the various ages/stages of children in the center. Discuss how and why these vary.

P. Assist students in making arrangements to complete Assignment Sheets #2, #5, #7, #8, #9, #10, and #11.

Q. Gather magazines, pamphlets, catalogs, and newspapers to assist students with Assignment Sheets #1 and #6.

R. Have students begin activity card files. These files should be added to during the entire study of child development. The cards should be 5" x 8" and information format should be similar to the following. Students should complete cognitive and language activity cards for each of the stages and ages of child development.

(Reduced Sample Card)

Curriculum Area (Topic): ____________________
Stage or Age of Child: ____________________
Teacher Goal: ____________________
Objective(s): ____________________
Materials: ____________________
Procedures: ____________________
Evaluation: ____________________
____
____

S. Assign outside readings from *Caring for Children*, chapters 5 and 25; and *See How They Grow: Concepts in Child Development and Parenting,* chapters 6, 10, 14, and 18.

T. Give test.

U. Reteach if necessary.

II. Instructional materials

A. Objective sheet

B. Suggested activities

C. Information sheet

D. Transparency masters

1. TM #1--Functional Areas of the Brain
2. TM #2--The Tongue and Taste

SUGGESTED ACTIVITIES

E. Assignment sheets

1. Assignment Sheet #1--Illustrate Children's Sensory Development
2. Assignment Sheet #2--Carry Out Sensory Development Activities
3. Assignment Sheet #3--Apply Bruner's Ideas on Early Intelligence
4. Assignment Sheet #4--Apply Piaget's Theories on Children's Thinking
5. Assignment Sheet #5--Evaluate Learning Conditions
6. Assignment Sheet #6--Illustrate Children's Concept Development
7. Assignment Sheet #7--Carry Out Concept Development Activities
8. Assignment Sheet #8--Record Cognitive Development of Children
9. Assignment Sheet #9--Record Language Development of Children
10. Assignment Sheet #10--Plan Cognitive and Language Development Activities for Children
11. Assignment Sheet #11--Carry Out Language Development Activities

F. Answers to assignment sheets

G. Test

H. Answers to test

III. Unit references

A. Draper, Henry; and Draper, Mary Wanda. *Studying Children.* Peoria, Illinois: Chas. A. Bennett Co., Inc. 1977.

B. Brisbane, Holly E. *The Developing Child.* Peoria, Illinois: Chas. A. Bennett Co., Inc. 1980.

C. Bernard, Harold W. *Human Development in Western Culture.* Boston, Massachusetts: Allyn and Bacon, Inc., 1978.

D. Hurlock, Elizabeth B. *Child Growth and Development.* New York: Webster Division/McGraw-Hill Book Company, 1978.

E. Westlake, Helen Gum. *Parenting and Children.* Lexington, Massachusetts: Ginn and Company, 1981.

F. Draper, Mary Wanda; and Draper, Henry E. *Caring for Children.* Peoria, Illinois: Chas. A. Bennett Co., Inc., 1979.

SUGGESTED ACTIVITIES

G. Baker, Katherine Read; and Fane, Xenia F. *Understanding and Guiding Young Children*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1971.

H. Truitt, Debbie; and Benson, Ann. *Home Economics II: Basic Core.* rev. ed. Stillwater: Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1980.

I. Terry, Sheila G; Sorrentino, Jeanette M.; and Flatter, Charles H. *Children: Their Growth and Development.* New York: Gregg Division/McGraw-Hill Book Company, 1979.

J. Benson, Ann. *Occupational Child Development.* Stillwater: Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1975.

K. Taylor, Barbara J. *When I Do, I Learn.* Provo, Utah: Brigham Young University Press, 1977.

L. Machado, Jeanne M. *Early Childhood Experiences in Language Arts.* 2nd ed. Albany, New York: Delmar Publishers (A Division of Litton Educational Publishing, Inc.), 1980.

M. Rice, Mary F.; and Flatter, Charles H. *Help Me Learn: A Handbook for Teaching Children from Birth to Third Grade.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1979.

N. Labinowicz, Ed. *The Piaget Primer: Thinking, Learning, Teaching.* Menlo Park, California: Addison-Wesley Publishing Company, Inc., 1980.

COGNITIVE AND LANGUAGE DEVELOPMENT
UNIT III

INFORMATION SHEET

I. Terms and definitions

A. Cognitive development--Sequential growth of a child's knowledge and thought processes

(NOTE: Cognitive development relates to knowing, awareness, perception and intelligence.)

B. Egocentric--Self-centered; believes self to be the center of all things

(NOTE: Children naturally become less egocentric as they begin to understand other's points of view.)

C. Seriation--Lining up objects in order according to ways such as size, weight, number, or shape

D. Spatial--How objects fit into space and relate to each other

EXAMPLES: Larger or smaller; above or below

E. Classification--Matching or grouping of objects that are alike in ways such as color, shape, or size

F. Temporal--Sense of the passage of time

EXAMPLES: Today; tomorrow; yesterday; later; after awhile

G. Perception--Ability to use the senses to receive information

II. Facts related to cognitive development

A. Humans never again learn as rapidly as they do before the age of three

B. Experts can measure the newborn's learning capacity from the first day of life

EXAMPLES: Infant reactions to such things as a blinking light, a pattern, a picture, or a face shown over and over again

C. Some children learn best through hearing and others learn best through seeing

D. Changes in the rate of cognitive growth occur more often during the early years than later years when growth processes are slower and more stabilized

INFORMATION SHEET

E. Not all cognitive abilities develop at the same time

(NOTE: Different parts of the brain develop at different times. Memory develops sooner than imagination, which develops sooner than the ability to reason.)

III. Factors that affect cognitive development

A. Environment

EXAMPLES: Nutrition, stimulation, and motivation

B. Genetic traits

(NOTE: Heredity determines the wide limits within which a child can develop.)

C. Health

D. Opportunities to be creative and productive

E. Educational practices

F. Self-concept

G. Guidance techniques

IV. Ways cognitive ability is measured

A. Examining the child's ability to use the senses, to talk, and to think

B. Measuring the speed of the child's performance

C. Studying the child's use of imagination and creativity in solving problems

V. The five senses

(NOTE: During the early years of development, the child learns primarily through the sensory system--this is called *sensory perception.*)

A. Sight (visual)

B. Hearing (auditory)

C. Feeling/touch (tactile)

D. Taste (gustatory)

E. Smell (olfactory)

INFORMATION SHEET

VI. Ways children learn through the sensory system (Transparencies #1 and #2; Assignment Sheet #1)

(NOTE: Children first learn to communicate through their senses and body movements and then through language. Caregivers' responsibilities include providing activities and materials that aid in the development of sensory and motor skills.)

A. Through seeing, the child is able to see and recognize differences in colors, sizes, shapes, numbers, distances, positions, and other characteristics of objects

B. Through hearing, the child is able to hear and recognize differences in highness or lowness of sounds, strength or weakness of the tones, and quality of sounds

C. Through touching, the child is able to feel and recognize differences in pressure, pain, temperature, smoothness, or roughness of objects

D. Through smelling, the child is able to smell and recognize differences in odors

E. Through tasting, the child is able to taste and recognize differences of sweet, sour, bitter and salty

F. As children get older, they accept or reject sensory stimulation

EXAMPLES: If they like stimulation (taste, sound, object in sight), they may smile or laugh; if they dislike stimulation, they may cry, kick or squirm

G. Perception, memory, attention, and association abilities are all influenced by sensory development

VII. Examples of activities that stimulate sensory development (Assignment Sheet #2)

A. Touching

1. Feely bag or box
2. Sensory book of different textures
3. Textured ball or block
4. Collection of seeds

B. Seeing

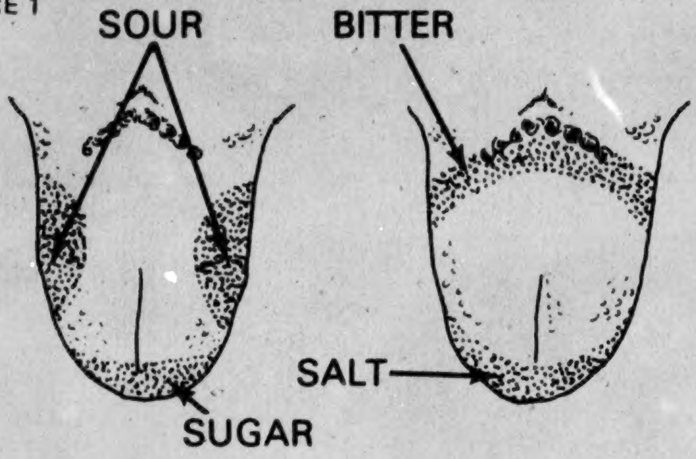
1. Mobiles hung from baby's crib
2. Displays of bright pictures
3. Puzzles

INFORMATION SHEET

C. Tasting (Figure 1)

1. Guessing games with different foods
2. Different foods placed on different parts of the tongue
3. Determining difference between sweet and salty by tasting

FIGURE 1



D. Hearing

1. Tape recorder to make a tape of sounds for children to identify
2. Direction game
3. Wind chimes placed near crib

E. Smelling

1. Different odors placed on cotton balls
2. Fresh fruits identified by their smells rather than by sight or touch

VIII. Jerome S. Bruner's ideas on early intelligence (Assignment Sheet #3)

(NOTE: Bruner is a well known American psychologist and is director of the Harvard Center of Cognitive Studies.)

A. Any subject can be taught at any age if teaching is correctly structured

B. Regardless of how stimulating and enriching the environment may be, the children must be self-motivated before action takes place

INFORMATION SHEET

C. Learning is goal-centered

(NOTE: According to Bruner, the better the child understands a goal, the more the child will act toward achieving it.)

D. Children should be given chances to use their own capacities to pursue self-interests

E. Children must see meanings for themselves in order to learn

IX. Jean Piaget's theories on children's thinking (Assignment Sheet #4)

(NOTE: Jean Piaget was a Swiss psychologist who is well-known for his theories on the development of children's thinking.)

A. Cognitive development occurs in stages

(NOTE: Piaget's stages of development begin at birth with the sensory-motor intelligence stage, progress to preoperational and concrete operational stages and end at ages 11-15 with the formal operations stage. These stages begin with intelligence appearing through sensory-motor reactions and end with abstract thinking.)

1. Each stage prepares the child for the next stage
2. Each new experience is understood by a child on the basis of previous meaningful experiences
3. Experiences help the child progress from one stage of cognitive development to the next

B. Four relational concepts in cognitive development have roots in early childhood

(NOTE: The relational concepts are basic ideas needed for logical thinking and for understanding physical properties of the environment.)

1. Classification--Matching or grouping objects that are alike in ways such as color, shape, or size
2. Seriation--Lining up objects in order according to ways such as size, shape, or amount
3. Spatial--Idea of how objects fit into space and relate to each other
4. Temporal--Sense of the passage of time

C. Children progress from concrete to abstract thinking on four levels

1. Level 1 or object--Children must see real object
2. Level 2 or index--Children hear or see part of a real object
3. Level 3 or symbol--Children see a representative of a real object

INFORMATION SHEET

4. Level 4 or sign--Object is represented in an abstract way such as a letter, word, or number

EXAMPLE:

LEVELS OF REPRESENTATION

Fourth Level	**Sign**	The child reads the word and recognizes it as representing the piano.
Third Level	**Symbol**	The child identifies the picture as a representation of the piano.
Second Level	**Index**	The child hears and identifies a sound as coming from the piano without seeing it.
First Level	**Object**	The child plays with the real piano.

D. Conservation tasks can be used to assess children's levels of thinking

1. Preoperational level (2-7)--Children are unable to compare two dimensions at the same time

   EXAMPLE: Child selects two balls of clay that have the same amount of clay--you roll one into a sausage shape and them ask child which shape has more clay; the preoperational child selects the longer shape

2. Concrete level (7-11)--Children are able to compare two dimensions at the same time, and are able to mentally reverse a physical action to return object to original form

   EXAMPLE: A child will think, "If you rolled the clay back into a ball it would be the same amount"

3. Formal level (11-15)--Adolescents are able to consider invisible particles and energy to come up with logical arguments

X. Conditions that help children learn (Assignment Sheet #5)

A. Relaxed atmosphere

B. An environment filled with suitable experiences

C. Controlled freedom to learn

D. Understood needs and wants

INFORMATION SHEET

E. Encouragement

F. Presence of role models

G. Enough time to think

(NOTE: Time means little to a child; do not hurry decisions.)

H. Only as much help as is needed to succeed

I. Encouragement to draw own conclusions

J. Environment where problems are minimized

K. Simple verbal explanations on the child's level

L. Positive attitude of adults

M. Care for physical needs

N. Proper food and clothing

O. Good health

XI. Types of cognitive activity

(NOTE: As the brain grows larger, the ability to use it increases. The brain develops internally as it grows in size. Not all cognitive abilities develop at the same time. Memory, for example, develops sooner than imagination, which develops sooner than the ability to reason.)

A. Attention

B. Memory

C. Perception

D. Imagination

E. Creativity

F. Association

G. Reasoning and making decisions

XII. Common concepts children develop (Assignment Sheets #6 and #7)

(NOTE: Many other concepts could be added to this list. These concepts are developed through a child's experiences.)

A. Numbers

B. Letters

C. Family members

INFORMATION SHEET

D. Homes

E. Animals

F. Foods

G. Colors

H. Shapes

I. Sizes

J. Temporal

K. Spatial

L. Classification

M. Seriation

XIII. Cognitive development skills of infants, toddlers, preschool, and school-age children (Assignment Sheets #8 and #10)

STAGE		COGNITIVE DEVELOPMENT
Infant	(0-6 months)	Distinguishes between different shapes, sounds, people, and depths
	(6-12 months)	Develops ability to think Can associate words with ideas, people and objects
Toddler	(1-2 years)	Develops symbolic thought Can solve simple problems Begins to understand the concept of space
	(2-3 years)	Is egocentric Recognizes numbers and letters
Preschool	(3-5 years)	Has better concepts of time, space, direction, size, and shape Is still egocentric
School-age	(5-7 years)	Learns to read and write Learns how to tell time Learns simple math Gets information mainly from personal experience
	(7-12 years)	Becoming more objective Increased interest in science, music, history Gets information from outside sources

INFORMATION SHEET

XIV. Sequence of language development

A. Using prespeech communication

EXAMPLES: Expressive puffs of sound; smiling; grabbing a finger

B. Crying

EXAMPLES: Cries to show discomfort or unhappiness; cries to show the nature of his/her needs (hunger, pain, drowsiness, or lonely feeling)

C. Babbling

EXAMPLES: Repetition of sounds; proceeds from single-syllable vowel sounds to two syllables

D. Associating particular sounds to situations

(NOTE: At six months, a baby can distinguish between angry and friendly tones.)

E. Grouping particular sounds

F. Saying a few words and understanding many more

G. Talking with short sentences

H. Using words for expressing feelings, ideas, and comparisons

XV. Factors that influence language development

A. Environment

(NOTE: Environment includes such things as picture books, rhymes, stories, songs, television, and records.)

B. Persons in contact with the child and the way they encourage his/her attempts at speech

C. Sex

(NOTE: Girls tend to talk earlier than boys.)

D. Twins or siblings close in age

(NOTE: Twins or babies very close in age may talk later; they develop their own kind of communication and because of their companionship may require and receive less individual attention from adults.)

E. Personality

(NOTE: A friendly, relaxed, outgoing baby relates to people and talks at an earlier age than the shy, sensitive baby.)

INFORMATION SHEET

XVI. Types of speech defects or disorders

A. Lack of articulation

B. Vocal sounds do not develop into intelligible speech sounds

(NOTE: This may be caused by hearing loss, some degree of mental retardation, or an emotional disturbance.)

C. Stammering

D. Stuttering

E. Lisping

XVII. Methods of correcting minor and major speech defects

A. Minor defects

1. Exercise to gain control of the tongue, lips, and muscles used in speech
2. Consult speech therapist
3. Allow more time for speech development

B. Major defects

1. Consult doctor for diagnosis of the problem
2. Undergo corrective surgery

(NOTE: Not all speech defects can be corrected.)

XVIII. Ways to communicate with children

A. Obtain child's attention before making a request

B. Use words and phrases child understands

(NOTE: Avoid unnecessary explanations; give short, concise directions.)

C. Speak in a quiet, pleasant tone of voice

D. Always go to a child and speak directly to him/her

(NOTE: Never call across the room or yard.)

E. Try to be positive

(NOTE: Say "Please do this," instead of "Don't do that.")

INFORMATION SHEET

F. Do not talk down to children

(NOTE: You can establish better eye contact if you sit on a low chair or kneel so that your face is on a level with the child's.)

G. Choose words carefully and use ones which have meaning

H. Touch the child when possible

I. Set an example by using correct speech patterns

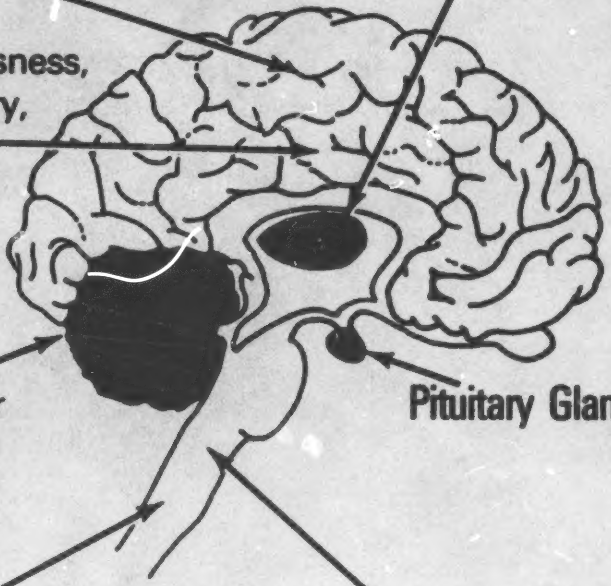
J. Respond in a positive manner to children's incorrect use of grammar

EXAMPLE: When a child says, "We don't have no bananas," you should say "We don't have any bananas"

XIX. Language development of infants, toddlers, preschool, and school-age children (Assignment Sheets #9, #10, and #11)

STAGE		LANGUAGE DEVELOPMENT
Infant	(0-6 months)	Babbles and coos
	(6-12 months)	Understands some speech Vocalizes all types of sounds Begins one-word speech Uses three-four words at 12 months
Toddler	(1-2 years)	Shows rapid gains in understanding speech Uses short sentences Uses ten to twenty words from 12-18 months
	(2-3 years)	Increases vocabulary rapidly Uses correct sentence structure Uses 200 words at age 2; uses 500 words at age 3
Preschool	(3-5 years)	Uses more specialized vocabulary Uses compound and complex sentences Asks how, why, when, what, and where questions Uses 1,000 words at age 3 1/2
School-age	(5-7 years)	Increases vocabulary greatly Improves pronunciation and grammar Interested in spelling
	(7-12 years)	Has good pronunciation and grammar Has strong interest in reading Uses 5,000 words by age 10 and over 7,000 by age 12

Functional Areas of the Brain



Cerebral Cortex -- Receives Sensory Information and Controls Motor Activity

Thalamus -- Connects Spinal Cord and Cerebrum, and is where Emotional Behavior is Regulated

Cerebrum -- Contains Consciousness, Intelligence, Memory, and Problem Solving Capabilities

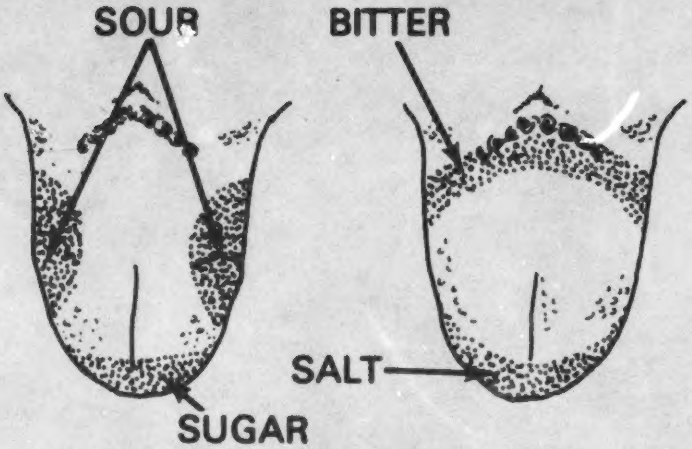
Cerebellum -- Controls Muscular Coordination and Balance

Pituitary Gland -- Endocrine Gland that Secretes Hormones to Regulate Growth, Metabolism, and Sexual Development

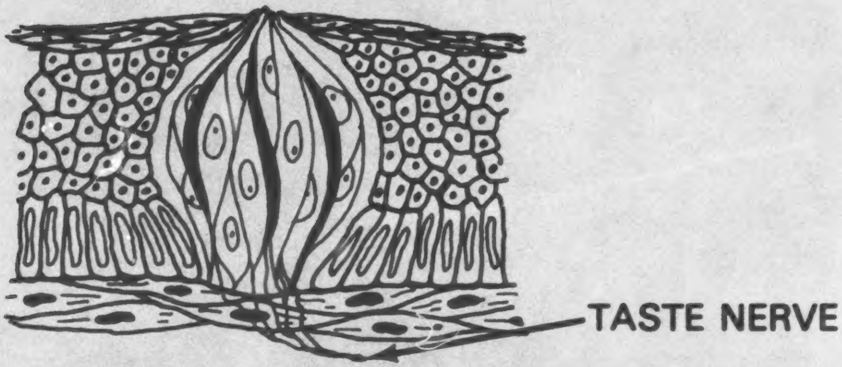
Spinal Cord -- Transmits Information and Messages to and from the Brain

Brain Stem -- Contains Nerve Centers that Control Involuntary Activities, such as Breathing, Heart Rate, and Blood Pressure

The Tongue and Taste


SOUR
BITTER
SALT
SUGAR

Location on the Tongue of the Four Basic Taste Sensations


TASTE NERVE

Taste Buds are Special Cells on the Tongue containing Nerve Endings Sensitive to Taste

COGNITIVE AND LANGUAGE DEVELOPMENT
UNIT III

ASSIGNMENT SHEET #1--ILLUSTRATE CHILDREN'S SENSORY DEVELOPMENT

NAME ______________________________ SCORE ________________

Children learn through their sensory systems during early years. We take for granted our sensory organs and seldom take time to think about how or why we see, hear, feel, smell, or taste. Using available resources, such as magazines, pamphlets or newspapers, locate pictures or take photographs of children involved in sensory activities. Attach these pictures in the appropriate spaces and answer questions that follow.

A. Sight

How is this activity encouraging sight sensory development? ________________

____

____

ASSIGNMENT SHEET #1

B. Hearing

How is this activity encouraging hearing development? ______________________________

____

____

C. Feeling/touch

How is this activity encouraging feeling/touch development? ______________________

____

____

ASSIGNMENT SHEET #1

D. Smell

How is this activity encouraging smell sensory development? ____________________

____

____

E. Taste

How is this activity encouraging taste sensory development? ____________________

____

____

COGNITIVE AND LANGUAGE DEVELOPMENT
UNIT III

ASSIGNMENT SHEET #2--CARRY OUT SENSORY DEVELOPMENT ACTIVITIES

NAME ______________________ SCORE ______________

As you learned in this unit, there are many sensory activities that can be carried out with children to encourage and stimulate development. In the spaces provided, make plans for sensory development activities. Next, carry out your activities with a child or group of children. Answer the questions that follow your plans to evaluate your activities.

PART I

Sight Sensory Activity Plans

A. How many children were involved in the activity? ______________

B. What were their ages? ______________

C. Did you feel that the activity was successful? ______________

Why or why not? ______________

D. How did this activity encourage sight development? ______________

ASSIGNMENT SHEET #2

PART II

Hearing Sensory Activity Plans

A. How many children were involved in the activity? ____________

B. What were their ages? ____________

C. Did you feel that the activity was successful? ____________

Why or why not? ____________

D. How did this activity encourage hearing development? ____________

ASSIGNMENT SHEET #2

PART III

Feeling/Touch Sensory Activity Plans

A. How many children were involved in the activity?

B. What were their ages?

C. Did you feel that the activity was successful?

Why or why not?

D. How did this activity encourage feeling/touch development?

ASSIGNMENT SHEET #2

PART IV

Smell Sensory Activity Plans

A. How many children were involved in the activity?

B. What were their ages?

C. Did you feel that the activity was successful?

Why or why not?

D. How did this activity encourage smell development?

ASSIGNMENT SHEET #2

PART V

Taste Sensory Activity Plans

A. How many children were involved in the activity?

B. What were their ages?

C. Did you feel that the activity was successful?

Why or why not?

D. How did this activity encourage taste development?

COGNITIVE AND LANGUAGE DEVELOPMENT
UNIT III

ASSIGNMENT SHEET #3--APPLY BRUNER'S IDEAS ON EARLY INTELLIGENCE

NAME

SCORE

In this unit you studied Jerome S. Bruner's ideas on early intelligence. Examine your life or someone else's, such as a brother's, sister's, or a friend's, and state how one of Bruner's ideas on early intelligence applies to him or her. Record the idea that you will give an example for before you begin.

Bruner's idea on early intelligence--

Example of Bruner's idea--

CC I - 159-B

COGNITIVE AND LANGUAGE DEVELOPMENT
UNIT III

ASSIGNMENT SHEET #4–APPLY PIAGET'S THEORIES ON CHILDREN'S THINKING

NAME ______________________________ SCORE ____________________

As you learned, Jean Piaget was a Swiss psychologist known for his theories on children's thinking. One of Piaget's most well-received theories states that children progress from concrete to abstract thinking on four levels of representation.

Study information in this unit and additional references as needed to apply this theory to a situation you can describe. Give an example of the progress along four levels of representation that supports Piaget's theory.

Fourth Level
Sign

____

____

____

____

Third Level
Symbol

____

____

____

____

Second Level
Index

____

____

____

____

First Level
Object

____

____

____

____

COGNITIVE AND LANGUAGE DEVELOPMENT
UNIT III

ASSIGNMENT SHEET #5--EVALUATE LEARNING CONDITIONS

NAME ______________________ SCORE ______________

Conditions that encourage learning should be present in all settings, from child care centers to public school classrooms. Select a setting in your community where teaching-learning activities are carried out for infants, toddlers, preschool-age or school-age children. Evaluate this setting for the following conditions that help children learn.

PART I

As you evaluate this setting for the following conditions, check the column that applies to each statement.

EVALUATE THE FOLLOWING:	YES	NO	DOES NOT APPLY
Are children provided with a relaxed atmosphere?			
Are children provided with an environment filled with suitable experiences?			
Are children given the controlled freedom to learn?			
Are children's needs and wants understood?			
Are children provided with encouragement?			
Are children helped to discover the most satisfactory ways of meeting life's daily situations?			
Are children provided enough time to think?			
Are children given only as much help as needed to succeed?			
Are children encouraged to draw own conclusions?			
Is the stage set so that problems are minimized?			
Are verbal explanations kept simple and on the child's level?			
Is a positive attitude maintained?			
Are the children's physical needs taken care of?			
Are children properly fed and clothed?			
Are children kept healthy?			

ASSIGNMENT SHEET #5

PART II

A. What type of setting did you choose to evaluate? ____________________

____

____

B. What age group did you observe? ____________________

C. In summary, do you feel that the conditions in this setting help children learn?

____

Explain your answer? ____________________

____

____

____

____

D. Would you want your child to be in this setting? ____________________

Why or why not? ____________________

____

____

____

____

____

COGNITIVE AND LANGUAGE DEVELOPMENT
UNIT III

ASSIGNMENT SHEET #6--ILLUSTRATE CHILDREN'S CONCEPT DEVELOPMENT

NAME ______________________ CORE ______________

Children learn many concepts. They learn these basic concepts and build all other knowledge upon this firm foundation. Activities, toys, or games can be used to help teach these common concepts. Choose five common concepts listed in this unit or other concepts you can identify. In the spaces provided, either provide an explanation of activities that teach the identified concepts, or attach pictures of games or toys that reinforce the concepts being taught.

A. Concept being taught-- ______________________

How is this activity, toy, or game encouraging the development of this concept?

____

____

____

____

ASSIGNMENT SHEET #6

B. Concept being taught-- ______________________________

How is this activity, toy, or game encouraging the development of this concept?

____

____

____

____

ASSIGNMENT SHEET #6

C. Concept being taught-- ____________________

How is this activity, toy, or game encouraging the development of this concept?

ASSIGNMENT SHEET #6

D. Concept being taught-- ______________________________

How is this activity, toy, or game encouraging the development of this concept?

____

____

____

____

ASSIGNMENT SHEET #6

E. Concept being taught-- ______________________________

How is this activity, toy, or game encouraging the development of this concept?

____

____

____

____

COGNITIVE AND LANGUAGE DEVELOPMENT
UNIT III

ASSIGNMENT SHEET #7--CARRY OUT CONCEPT DEVELOPMENT ACTIVITIES

NAME ______________________________ SCORE ____________________

Concepts are developed through experiences. Activities, toys, and games can be used to help teach concepts to children. Select five concepts children develop. Study resources, such as textbooks, catalogs, magazines, or children's activity books, to find suggestions for activities that could be carried out with children to teach the concepts you selected. In the spaces provided, make plans for concept development activities. Next, carry out your activities with a child or group of children. Answer the questions that follow your plans to evaluate your activities.

A. Concept being taught-- ______________________________

Activity Plans

1. How many children were involved in the activity? ____________
2. What were their ages? ______________________________
3. Did you feel that the activity was successful? ____________

   Why or why not? ______________________________

4. How did this activity encourage the development of this concept? ____________

ASSIGNMENT SHEET #7

B. Concept being taught--____________________

Activity Plans

____

____

____

____

____

____

____

____

1. How many children were involved in the activity? __________
2. What were their ages? __________
3. Did you feel that the activity was successful? __________

   Why or why not? __________

   ____

   ____
4. How did this activity encourage the development of this concept? __________

   ____

   ____

   ____

   ____

   ____

   ____

   ____

   ____

   ____

ASSIGNMENT SHEET #7

C. Concept being taught--

Activity Plans

1. How many children were involved in the activity?
2. What were their ages?
3. Did you feel that the activity was successful?

   Why or why not?
4. How did this activity encourage the development of this concept?

ASSIGNMENT SHEET #7

D. Concept being taught--____________________

Activity Plans

1. How many children were involved in the activity? __________
2. What were their ages? __________
3. Did you feel that the activity was successful? __________

   Why or why not? __________
4. How did this activity encourage the development of this concept?__________

ASSIGNMENT SHEET #7

E. Concept being taught--

Activity Plans

1. How many children were involved in the activity?
2. What were their ages?
3. Did you feel that the activity was successful?

   Why or why not?
4. How did this activity encourage the development of this concept?

COGNITIVE AND LANGUAGE DEVELOPMENT
UNIT III

ASSIGNMENT SHEET #8--RECORD COGNITIVE DEVELOPMENT OF CHILDREN

NAME ________________________________ SCORE ____________________

Observing children of various ages gives you a chance to learn more about ways children develop. It also helps you learn what cognitive development to expect at the various stages. This will help you plan daily activities to support each child's fullest development potential.

Complete the following observations. Your observation reports will vary depending on the time of day and length of the observation. They will also vary depending on the settings you observe in and the specific ages of the children. Use unit information and other resources to help you complete this assignment. Take time to discuss your observations as a class after completing this assignment.

Observations are confidential and should only be discussed in class.

(NOTE: If time and observation sites allow, this assignment sheet may be duplicated and used for many observations, or may be completed in parts.)

ASSIGNMENT SHEET #8

PART I

NAME ____________________ SCORE __________

RECORD COGNITIVE DEVELOPMENT OF INFANT

First name of child-- ____________________

Age-- __________ Sex-- __________

Setting (care center, nursery, family day care home, Head Start, private home, preschool, other)-- ____________________

Date-- ____________________

Time of observation-- __________ Length of observation-- __________

Describe as many situations as possible in which the infant performed the following cognitive development skills. Tell how these skills were performed.

Infant--Birth to 6 months

Distinguishing between different shapes, sounds, people, and depths-- __________

____

____

____

Infant--6 to 12 months

A. Developing ability to think-- ____________________

____

____

B. Associating words with ideas, people, and objects-- __________

____

____

____

____

ASSIGNMENT SHEET #8

PART II

NAME ______________________ SCORE __________

RECORD COGNITIVE DEVELOPMENT OF TODDLER

First name of child-- ______________________

Age-- __________ Sex-- __________

Setting (care center, nursery, family day care home, Head Start, private home, preschool, other)-- ______________________

Date-- ______________________

Time of observation-- __________ Length of observation-- __________

Describe as many situations as possible in which the toddler performed the following cognitive development skills. Tell how these skills were performed.

Toddler--1 to 2 years

A. Developing symbolic thought-- ______________________

B. Solving simple problems-- ______________________

C. Beginning to understand concept of space-- ______________________

Toddler--2 to 3 years

A. Being egocentric-- ______________________

B. Recognizing numbers and letters-- ______________________

ASSIGNMENT SHEET #8

PART III

NAME ____________________ SCORE ____________________

RECORD COGNITIVE DEVELOPMENT OF PRESCHOOL-AGE CHILD

First name of child-- ____________________

Age-- ____________________ Sex-- ____________________

Setting (care center, nursery, family day care home, Head Start, private home, preschool, other)-- ____________________

Date-- ____________________

Time of observation-- ____________________ Length of observation-- ____________________

Describe as many situations as possible in which the preschool-age child performed the following cognitive development skills. Tell how these skills were performed.

Preschool--3 to 5 years

A. Having better concepts of time, space, direction, size, and shape-- ____________________

B. Still being egocentric-- ____________________

ASSIGNMENT SHEET #8

PART IV

NAME ______________________ SCORE ____________

RECORD COGNITIVE DEVELOPMENT OF SCHOOL-AGE CHILD

First name of child-- ______________________

Age-- ____________ Sex-- ____________

Setting (care center, nursery, family day care home, Head Start, private home, preschool, other)-- ______________________

Date-- ______________________

Time of observation-- ____________ Length of observation-- ____________

Describe as many situations as possible in which the school-age child performed the following cognitive development skills. Tell how these skills were performed.

School-age–5 to 7 years

A. Learning to read and write-- ______________________

B. Learning how to tell time-- ______________________

C. Learning simple math-- ______________________

D. Getting information mainly from personal experience-- ______________________

ASSIGNMENT SHEET #8

School-age--7 to 12 years

A. Becoming more objective--

B. Showing increased interest in science, music, and history--

C. Getting information from outside sources--

COGNITIVE AND LANGUAGE DEVELOPMENT
UNIT III

ASSIGNMENT SHEET #9–RECORD LANGUAGE DEVELOPMENT OF CHILDREN

NAME______________________________ SCORE ____________________

Observing children of various ages gives you a chance to learn more about ways children develop. It also helps you learn what language development to expect at the various stages. This will help you plan daily activities to support each child's fullest development potential.

Complete the following observations. Your observation reports will vary depending on the time of day and length of the observation. They will also vary depending on the settings you observe in and the specific ages of the children. Use unit information and other resources to help you complete this assignment. Take time to discuss your observations as a class after completing this assignment.

Observations are confidential and should only be discussed in class.

(NOTE: If time and observation sites allow, this assignment sheet may be duplicated and used for many observations or may be completed in parts.)

ASSIGNMENT SHEET #9

PART I

NAME ______________________ SCORE __________

RECORD LANGUAGE DEVELOPMENT OF INFANT

First name of child-- ______________________

Age-- ______________ Sex-- ______________

Setting (care center, nursery, family day care home, Head Start, private home, preschool, other)-- ______________________

Date-- ______________________

Time of observation-- __________ Length of observation-- __________

A. Record five consecutive prespeech sounds made by one child as completely as possible.

(NOTE: You may want to use a tape recorder or the space provided below for this activity. This will be used to answer the questions that follow.)

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________

B. Give examples of the infant's language development as observed.

1. Babbling and cooing-- ______________________

____

____

2. Understanding some speech-- ______________________

____

____

ASSIGNMENT SHEET #9

3. Vocalizing all types of sounds- ____________________

____

____

4. Beginning one-word speech- ____________________

____

____

____

ASSIGNMENT SHEET #9

PART II

NAME ______________________ SCORE ____________

RECORD LANGUAGE DEVELOPMENT OF TODDLER

First name of child-- ______________________

Age-- ____________ Sex-- ____________

Setting (care center, nursery, family day care home, Head Start, private home, preschool, other)-- ______________________

Date-- ______________________

Time of observation-- ____________ Length of observation-- ____________

A. Record ten consecutive statements (words, phrases, or sentences) made by one child as completely as possible.

(NOTE: You may want to use a tape recorder or the space provided below for this activity. This will be used to answer the questions that follow.)

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________
6. ______________________
7. ______________________
8. ______________________
9. ______________________
10. ______________________

B. Give examples of the toddler's language development as observed.

Toddler--1 to 2 years

1. Showing rapid gains in understanding speech-- ______________________

ASSIGNMENT SHEET #9

2. Using short sentences--______________________________

____

____

Toddler--2 to 3 years

1. Increasing vocabulary rapidly--______________________________

____

____

2. Using correct sentence structure--______________________________

____

____

____

ASSIGNMENT SHEET #9

PART III

NAME ______________________ SCORE ____________

RECORD LANGUAGE DEVELOPMENT OF PRESCHOOL-AGE CHILD

First name of child-- ______________________

Age-- ______________ Sex-- ______________

Setting (care center, nursery, family day care home, Head Start, private home, preschool, other)-- ______________________

Date-- ______________________

Time of observation-- ____________ Length of observations-- ____________

A. Record ten consecutive statements (words, phrases or sentences) made by one child as completely as possible.

(NOTE: You may want to use a tape recorder or the space provided below for this activity. This will be used to answer the questions that follow.)

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________
6. ______________________
7. ______________________
8. ______________________
9. ______________________
10. ______________________

B. Give examples of the preschool-age child's language development as observed.

Preschool--3 to 5 years

1. Using more specialized vocabulary-- ______________________

ASSIGNMENT SHEET #9

2. Using compound and complex sentences-- ______________________________

____

____

____

3. Asking how, why, when, what, and where questions-- ______________________

____

____

____

ASSIGNMENT SHEET #9

PART IV

NAME ______________________ SCORE ______________

RECORD LANGUAGE DEVELOPMENT OF SCHOOL-AGE CHILD

First name of child-- ______________________

Age-- ______________ Sex-- ______________

Setting (care center, nursery, family day care home, Head Start, private home, preschool, other)-- ______________________

Date-- ______________________

Time of observation-- ______________ Length of observation-- ______________

A. Record ten consecutive statements (words, phrases or sentences) made by one child as completely as possible.

(NOTE: You may want to use a tape recorder or the space provided below for this activity. This will be used to answer the questions that follow.)

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________
6. ______________________
7. ______________________
8. ______________________
9. ______________________
10. ______________________

B. Give examples of the school-age child's language development as observed.

School-age--5 to 7 years

1. Increasing vocabulary greatly-- ______________________

____

____

ASSIGNMENT SHEET #9

2. Improving pronunciation and grammar--________________________

3. Showing interest in spelling--________________________

School-age--7 to 12 years

1. Having good pronunciation and grammar--________________________

2. Showing strong interest in reading--________________________

COGNITIVE AND LANGUAGE DEVELOPMENT
UNIT III

ASSIGNMENT SHEET #10--PLAN COGNITIVE AND LANGUAGE DEVELOPMENT ACTIVITIES FOR CHILDREN

NAME ______________________ SCORE ____________

Planning activities for children of various stages and ages is challenging. It can also be frustrating if you are not aware of where the child is developmentally. Study unit information on the cognitive and language development of the various stages and ages of children. Use unit information and additional references, such as catalogs, textbooks, and magazines, as you list toys, games, or activities appropriate for each of the stages and ages of children listed. Also, list the cognitive and language development skill that will be further developed through the toys, games, or activities.

INFANT (BIRTH-6 MONTHS)

TOY, GAME, ACTIVITY	COGNITIVE OR LANGUAGE SKILL
EXAMPLE: Talk to infant	Stimulates language development

ASSIGNMENT SHEET #10

INFANT (6-12 MONTHS)

TOY, GAME, ACTIVITY	COGNITIVE OR LANGUAGE SKILL
EXAMPLE: Name objects, people, or articles shared with infant	Teaches words to infant

TODDLER (1-2 YEARS)

TOY, GAME, ACTIVITY	COGNITIVE OR LANGUAGE SKILL
EXAMPLE: Give toys of various textures, colors, and shapes	Becomes aware of environment

ASSIGNMENT SHEET #10

TODDLER (2-3 YEARS)

TOY, GAME, ACTIVITY	COGNITIVE OR LANGUAGE SKILL
EXAMPLE: Allow very active free play allowing sensory-motor exploration	Allows child to discover properties of the world on own

PRESCHOOL-AGE (3-5 YEARS)

TOY, GAME, ACTIVITY	COGNITIVE OR LANGUAGE SKILL
EXAMPLE: Allow child to participate in dramatic play activities, such as housekeeping play	Helps child understand different roles of important people in his/her life

ASSIGNMENT SHEET #10

SCHOOL-AGE (5-7 YEARS)

TOY, GAME, ACTIVITY	COGNITIVE OR LANGUAGE SKILL
EXAMPLE: Play Candy Land game	Helps children learn to share, follow rules, win, lose, and match colors

SCHOOL-AGE (7-12 YEARS)

TOY, GAME, ACTIVITY	COGNITIVE OR LANGUAGE SKILL
EXAMPLE: Begin hobby, such as collecting baseball cards or stamps	Teaches detail, history, and geography

COGNITIVE AND LANGUAGE DEVELOPMENT
UNIT III

ASSIGNMENT SHEET #11--CARRY OUT LANGUAGE DEVELOPMENT ACTIVITIES

NAME ______________________________ SCORE __________

Many activities can be carried out with children that assist in language development. Play telephones, puppets, and tape recorders are only a few. Select one language skill you would like to help a child develop. Study resources, such as textbooks, catalogs, magazines, or children's activity books to find suggestions for activities to carry out with children to teach the skill you have identified. In the space provided, make plans for the language development activity. Next, carry out your activity with a child or group of children. Answer the questions that follow your plan to evaluate your activity.

Skill being taught-- ______________________________

Activity Plans

A. How many children were involved in the activity? __________

B. What were their ages? __________

C. Did you feel that the activity was successful? __________

Why or why not? __________

D. How did this activity encourage the development of this language skill? __________

COGNITIVE AND LANGUAGE DEVELOPMENT
UNIT III

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1--Evaluated to the satisfaction of the instructor

Assignment Sheet #2--Evaluated to the satisfaction of the instructor

Assignment Sheet #3--Evaluated to the satisfaction of the instructor

Assignment Sheet #4--Evaluated to the satisfaction of the instructor

Assignment Sheet #5--Evaluated to the satisfaction of the instructor

Assignment Sheet #6--Evaluated to the satisfaction of the instructor

Assignment Sheet #7--Evaluated to the satisfaction of the instructor

Assignment Sheet #8--Evaluated to the satisfaction of the instructor

Assignment Sheet #9--Evaluated to the satisfaction of the instructor

Assignment Sheet #10--Evaluated to the satisfaction of the instructor

Assignment Sheet #11--Evaluated to the satisfaction of the instructor

COGNITIVE AND LANGUAGE DEVELOPMENT
UNIT III

TEST

NAME_______________________________ SCORE____________________

1. Match terms associated with cognitive and language development to the correct definitions. Write the correct numbers in the blanks.

_____a. Matching or grouping of objects that are alike in ways such as color, shape, or size

_____b. Ability to use the senses to receive information

_____c. Sequential growth of a child's knowledge and thought processes

_____d. Sense of the passage of time

_____e. Lining up objects in order according to ways such as size, weight, number, or shape

_____f. Self-centered; believes self to be the center of all things

_____g. How objects fit into space and relate to each other

1. Cognitive development
2. Egocentric
3. Seriation
4. Spatial
5. Classification
6. Temporal
7. Perception

2. Select from the following list facts related to cognitive development. Write an "X" in the blanks before the correct answers.

_____a. Some children learn best through hearing and others learn best through seeing

_____b. All cognitive abilities develop at the same time

_____c. Experts can measure the newborn's learning capacity from the first day of life

_____d. Changes in the rate of cognitive growth occur more often during the early years than later years years when growth processes are slower and more stabilized

_____e. Humans learn most rapidly after the age of three

TEST

3. Select from the following list factors that affect cognitive development. Write an "X" in the blanks before the correct answers.

_____ a. Opportunities to be creative and productive

_____ b. Season of year

_____ c. Genetic traits

_____ d. Health

_____ e. Environment

_____ f. Physical size

_____ g. Educational practices

4. State ways cognitive ability is measured.

a. ____

____

b. ____

____

c. ____

____

5. List the five senses.

a. ____

b. ____

c. ____

d. ____

e. ____

6. Discuss three ways children learn through the sensory system.

a. ____

____

b. ____

____

c. ____

____

TEST

7. List two examples of activities that stimulate sensory development in each of the following areas.

   a. Touching

      1) ____________________

      2) ____________________

   b. Seeing

      1) ____________________

      2) ____________________

   c. Tasting

      1) ____________________

      2) ____________________

   d. Hearing

      1) ____________________

      2) ____________________

   e. Smelling

      1) ____________________

      2) ____________________

8. Select from the following list Jerome S. Bruner's ideas on early intelligence. Write an "X" in the blanks before the correct answers.

   _____a. Children should be given chances to use their own capacities to pursue self-interests

   _____b. Learning is not goal-centered

   _____c. Any subject can be taught at any age if teaching is correctly structured

   _____d. Children must see meanings for themselves in order to learn

   _____e. Regardless of how stimulating and enriching the environment may be, the children must be self-motivated before action takes place

TEST

9. Discuss Jean Piaget's theories on children's thinking.

____

____

____

____

____

____

____

____

____

____

____

10. Select from the following list conditions that help children learn. Write an "X" in the blanks before the correct answers.

_____ a. Encouragement

_____ b. Complex verbal explanations on the adult's level

_____ c. Only as much help as is needed to succeed

_____ d. Good health

_____ e. Rigid atmosphere

_____ f. Presence of role models

_____ g. Uncontrolled freedom to learn

_____ h. Proper food and clothing

11. List types of cognitive activity.

a. ____

b. ____

c. ____

d. ____

TEST

e. ______________________________

f. ______________________________

g. ______________________________

12. Select from the following list common concepts children develop. Write an "X" in the blanks before the correct answers.

_____a. Shapes

_____b. Temporal

_____c. Crying

_____d. Classification

_____e. Laughter

_____f. Animals

_____g. Family members

_____h. Numbers

13. Distinguish among cognitive development skills of infants, toddlers, preschool, and school-age children. Place an "I" in the blanks beside skills of infants, a "T" in the blank beside skills of toddlers, a "P" beside skills of preschoolers, and an "S" beside skills of school-age children in the blanks provided. (A blank may have more than one correct answer.)

_____a. Has better concepts of time, space, directon, size, and shape

_____b. Develops ability to think

_____c. Learns how to tell time

_____d. Can associate words with ideas, people, and objects

_____e. Gets information from outside sources

_____f. Distinguishes between different shapes, sounds, people, and depths

_____g. Is egocentric

_____h. Develops symbolic thought

_____i. Learns simple math

_____j. Becoming more objective

_____k. Begins to understand the concept of space

_____l. Gets information mainly from personal experience

TEST

14. Arrange in order the sequence of language development. Place a "1" in the blank before the first step, a "2" in the blank before the second step, and so on.

_____a. Associating particular sounds to situations

_____b. Grouping particular sounds

_____c. Crying

_____d. Babbling

_____e. Using prespeech communication

_____f. Saying a few words and understanding many more

_____g. Using words for expressing feelings, ideas, and comparisons

_____h. Talking with short sentences

15. Select from the following list factors that influence language development. Write an "X" in the blanks before the correct answers.

_____a. Personality

_____b. Sex

_____c. Diet

_____d. Environment

_____e. Heredity

_____f. Twins or siblings close in age

_____g. Persons in contact with the child and the way they encourage his/her attempts at speech

16. List types of speech defects or disorders.

a. ____

b. ____

c. ____

d. ____

e. ____

TEST

17. Distinguish between methods of correcting minor and major speech defects. Place an "MI" before methods of correcting minor defects, and an "MA" before methods of correcting major speech defects in the correct blanks.

_____a. Consult speech therapist

_____b. Consult doctor for diagnosis of the problem

_____c. Allow more time for speech development

_____d. Undergo corrective surgery

_____e. Exercise to gain control of the tongue, lips, and muscles used in speech

18. Select from the following list ways to communicate with children. Write an "X" in the blanks before the correct answers.

_____a. Respond in a positive manner to children's incorrect use of grammar

_____b. Always go to a child and speak directly to him/her

_____c. Speak in a loud, demanding tone of voice

_____d. Use words and phrases child understands

_____e. Imitate child's incorrect use of grammar

_____f. Obtain child's attention before making a request

_____g. Choose words carefully and use ones which have meaning

_____h. Do not talk down to children

_____i. Speak in a quiet, pleasant tone of voice

_____j. Touch the child when possible

_____k. Try to be positive

_____l. Set an example by using correct speech patterns

19. Distinguish among language development of infants, toddlers, preschool, and school-age children. Place an "I" before language development of infants, a "T" beside language development of toddlers, a "P" before language development of preschool, and an "S" before language development of school-age children.

_____a. Shows rapid gains in understanding speech

_____b. Vocalizes all types of sounds

_____c. Babbles and coos

_____d. Increases vocabulary greatly

_____e. Uses correct sentence structure

TEST

_____f. Asks how, why, when, what, and where questions

_____g. Understands some speech

_____h. Uses more specialized vocabulary

_____i. Has strong interest in reading

_____j. Begins one-word speech

_____k. Improves pronunciation and grammar

_____l. Uses short sentences

_____m. Increases vocabulary rapidly

_____n. Has good pronunciation and grammar

_____o. Uses compound and complex sentences

_____p. Interested in spelling

(NOTE: Test questions 20 through 30 are assignment sheets. They are an important part of this unit. If they have not been completed, check with your instructor.)

20. Illustrate children's sensory development.
21. Carry out sensory development activities.
22. Apply Bruner's ideas on early intelligence.
23. Apply Piaget's theories on children's thinking.
24. Evaluate learning conditions.
25. Illustrate children's concept development.
26. Carry out concept development activities.
27. Record cognitive development of children.
28. Record language development of children.
29. Plan cognitive and language development activities for children.
30. Carry out language development activities.

COGNITIVE AND LANGUAGE DEVELOPMENT
UNIT III

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The points designated in parentheses are intended to be guidelines and should be adapted to meet the needs of each teaching-learning situation. The point total is 500.)

1. (14 points)

   a. 5

   b. 7

   c. 1

   d. 6

   e. 3

   f. 2

   g. 4

2. (10 points)

   a, c, d

3. (14 points)

   a, c, d, e, g

4. (3 points)

   a. Examining the child's ability to use the senses, to talk, and to think

   b. Measuring the speed of the child's performance

   c. Studying the child's use of imagination and creativity in solving problems

5. (5 points)

   a. Sight (visual)

   b. Hearing (auditory)

   c. Feeling/touch (tactile)

   d. Taste (gustatory)

   e. Smell (olfactory)

6. (15 points)

   Discussion should include any three of the following:

   a. Through seeing, the child is able to see and recognize differences in colors, sizes, shapes, numbers, distances, positions, and other characteristics of objects

ANSWERS TO TEST

b. Through hearing, the child is able to hear and recognize differences in highness or lowness of sounds, strength or weakness of the tones, and quality of sounds

c. Through touching, the child is able to feel and recognize differences in pressure, pain, temperature, smoothness, or roughness of objects

d. Through smelling, the child is able to smell and recognize differences in odors

e. Through tasting, the child is able to taste and recognize differences of sweet, sour, bitter, and salty

f. As children get older, they accept or reject sensory stimulation

g. Perception, memory, attention, and association abilities are all influenced by sensory development

7. (10 points)

a. Any two of the following:

1) Feely bag or box

2) Sensory book of different textures

3) Textured ball or block

4) Collection of seeds

b. Any two of the following:

1) Mobiles hung from baby's crib

2) Displays of bright pictures

3) Puzzles

c. Any two of the following:

1) Guessing games with different foods

2) Different foods placed on different parts of the tongue

3) Determining difference between sweet and salty by tasting

d. Any two of the following:

1) Tape recorder to make a tape of sounds for children to identify

2) Direction game

3) Wind chimes placed near crib

e. 1) Different odors placed on cotton balls

2) Fresh fruits identified by their smells rather than by sight or touch

ANSWERS TO TEST

8. (10 points)

   a, c, d, e

9. (5 points)

   Discussion should include:

   a. Cognitive development occurs in stages

      1) Each stage prepares the child for the next stage

      2) Each new experience is understood by a child on the basis of previous meaningful experiences

      3) Experiences help the child progress from one stage of cognitive development to the next

   b. Four relational concepts in cognitive development have roots in early childhood

      1) Classification--Matching or grouping objects that are alike ways in such as color, shape, or size

      2) Seriation--Lining up objects in order according to ways such as size, shape, or amount

      3) Spatial--Idea of how objects fit into space and relate to each other

      4) Temporal--Sense of the passage of time

   c. Children progress from concrete to abstract thinking on four levels

      1) Level 1 or object--Children must see real object

      2) Level 2 or index--Children hear or see part of a real object

      3) Level 3 or symbol--Children see a representative of a real object

      4) Level 4 or sign--Object is represented in an abstract way such as a letter, word, or number

   d. Conservation tasks can be used to assess children's levels of thinking

      1) Preoperational level (2-7)--Children are unable to compare two dimensions at the same time

      2) Concrete level (7-11)--Children are able to compare two dimensions at the same time, and are able to mentally reverse a physical action to return object to original form

      3) Formal level (11-15)--Adolescents are able to consider invisible particles and energy to come up with logical arguments

ANSWERS TO TEST

10. (16 points)

a, c, d, f, h

11. (7 points)

a.	Attention	e.	Creativity
b.	Memory	f.	Association
c.	Perception	g.	Reasoning and making decisions
d.	Imagination		

12. (16 points)

a, b, d, f, g, h

13. (24 points)

a.	P	i.	S
b.	I	j.	S
c.	S	k.	T
d.	I	l.	S
e.	S		
f.	I		
g.	T, P		
h.	T		

14. (16 points)

a.	4	e.	1
b.	5	f.	6
c.	2	g.	8
d.	3	h.	7

15. (14 points)

a, b, d, f, g

ANSWERS TO TEST

16. (5 points)

    a. Lack of articulation

    b. Vocal sounds do not develop into intelligible speech sounds

    c. Stammering

    d. Stuttering

    e. Lisping

17. (10 points)

    a. MI

    b. MA

    c. MI

    d. MA

    e. MI

18. (24 points)

    a, b, d, f, g, h, i, j, k, l

19. (32 points)

    a. T

    b. I

    c. I

    d. S

    e. T

    f. P

    g. I

    h. P

    i. S

    j. I

    k. S

    l. T

    m. T

    n. S

    o. P

    p. S

20. Evaluated to the satisfaction of the instructor (25 points)

21. Evaluated to the satisfaction of the instructor (25 points)

22. Evaluated to the satisfaction of the instructor (15 points)

23. Evaluated to the satisfaction of the instructor (15 points)

24. Evaluated to the satisfaction of the instructor (20 points)

25. Evaluated to the satisfaction of the instructor (25 points)

26. Evaluated to the satisfaction of the instructor (25 points)

ANSWERS TO TEST

27. Evaluated to the satisfaction of the instructor (25 points)
28. Evaluated to the satisfaction of the instructor (25 points)
29. Evaluated to the satisfaction of the instructor (25 points)
30. Evaluated to the satisfaction of the instructor (25 points)

SOCIAL AND EMOTIONAL DEVELOPMENT
UNIT IV

UNIT OBJECTIVE

After completing this unit, the student should be able to observe stages of social play, record emotional development of children, and plan activities to provide children acceptable outlets for emotions. This knowledge will be shown by completing assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with social and emotional development to the correct definitions.
2. Select from a list factors to consider in social and emotional development.
3. Select from a list factors that affect social and emotional development.
4. Select from a list effects of love and affection on a child's social and emotional development.
5. Match stages of social play to the correct descriptions.
6. List examples of social development.
7. Distinguish between delight and distress emotions.
8. Distinguish among emotional development skills of infants, toddlers, preschool, and school-age children.
9. List common problems of children who do not have satisfactory emotional development.
10. Select from a list observable ways children release emotional energy.
11. List aids in the acceptable outlet of emotions.
12. Observe stages of social play.
13. Record emotional development of children.
14. Predict social and emotional development.
15. Recommend ways to resolve childhood fears.
16. Plan activities to help children release emotional energy.

SOCIAL AND EMOTIONAL DEVELOPMENT
UNIT III

SUGGESTED ACTIVITIES

I. Suggested activities

A. Order films, filmstrips or other materials planned to supplement unit.

1. Draper, Thomas; Ganong, Marilyn Coleman; and Goodell, Virginia. *See How They Grow: Concepts in Child Development and Parenting.* New York: Butterick Pulbishing, 1980. (Chapters 7, 11, 15, and 19.)

2. *The Butterick Child Development Series.* This multimedia program includes four programs which can be purchased singly or as a group from Maclean Hunter Learning Resources; 708 Third Avenue; New York, New York 10017; (212-599-6599).

    a. *The Prenatal Period and Infancy*

    b. *The Toddler*

    c. *The Preschooler*

    d. *The School-Age Child*

3. *Teaching and Caring: The Role of the Child-Care Aide.* These programs are also available for purchase from Maclean Hunter Learning Resources.

4. Draper, Henry; and Draper, Mary Wanda. *Caring for Children.* Peoria, Illinois: Chas. A. Bennett Co., Inc., 1979. (Chapters 5 and 6.)

5. Burton, Elsie C.; and Werner, Peter H. *Learning Through Movement: Teaching Cognitive Content Through Physical Activities.* St. Louis, Missouri: The C.V. Mosby Company, 1979.

6. Flemming, Bonnie Mack; Hamilton, Darlene Softley; and Hicks, JoAnne Deal. *Resources for Creative Teaching In Early Childhood Education.* New York: Harcourt Brace Jovanovich, Inc., 1977.

B. Provide students with objective sheet.

C. Provide students with information and assignment sheets.

D. Discuss unit and specific objectives.

E. Discuss information and assignment sheets.

F. Adapt materials for special needs students.

G. Invite a child psychologist to discuss social and emotional development of children. This will help reinforce objectives #1-#4.

SUGGESTED ACTIVITIES

H. Lead class discussion on, "How social development may differ from culture to culture, community to community, and family to family." Social development is influenced by people who pass on and interpret the culture to their children. Attitudes, skills, knowledge, and role expectations are all passed on to children by family members and members of the community.

I. Assist students in developing bibliographies of children's books that are written about children's emotions.

J. Invite a teacher from a child-care center to discuss how one should respond to various emotions expressed by children.

K. Assign outside readings from *See How They Grow: Concepts in Child Development and Parenting,* chapters 7, 11, 15, and 19; and *Caring for Children,* chapters 5 and 6.

L. Assist students in making arrangements to complete Assignment Sheet #1 and #2.

M. Gather resources to assist students with Assignment Sheet #5.

N. Discuss case studies included in assignment sheets #3 and #4 after students complete these assignment sheets.

O. Have students begin activity card file. This file should be added to during the entire study of child development. The cards should be 5" x 8" and information format should be similar to the following illustration. Have students complete social and emotional activity cards for each of the stages of child development.

(Reduced Sample Card)

Curriculum Area (Topic): ______________________________

Age or stage of children: ______________________________

Teacher Goal: ______________________________

Objective(s): ______________________________

Materials: ______________________________

Procedures: ______________________________

Evaluation: ______________________________

P. Give test.

Q. Reteach if necessary.

SUGGESTED ACTIVITIES

II. Instructional materials

- A. Objective sheet
- B. Suggested activities
- C. Information sheet
- D. Assignment sheets
    1. Assignment Sheet #1--Observe Stages of Social Play
    2. Assignment Sheet #2--Record Emotional Development of Children
    3. Assignment Sheet #3--Predict Social and Emotional Development
    4. Assignment Sheet #4--Recommend Ways to Resolve Childhood Fears
    5. Assignment Sheet #5--Plan Activities to Help Children Release Emotional Energy
- E. Answers to assignment sheets
- F. Test
- G. Answers to test

III. Unit references

- A. Draper, Henry; and Draper, Mary Wanda. *Studying Children.* Peoria, Illinois: Chas. A. Bennett Co., Inc., 1977.
- B. Brisbane, Holly E. *The Developing Child.* Peoria, Illinois: Chas. A. Bennett Co., Inc., 1980.
- C. Bernard, Harold W. *Human Development in Western Culture.* Boston: Allyn and Bacon, Inc., 1978.
- D. Hurlock, Elizabeth B. *Child Growth and Development.* New York: Webster Division/McGraw-Hill Book Company, 1978.
- E. Westlake, Helen Gum. *Parenting and Children.* Lexington, Massachusetts: Ginn and Company, 1981.
- F. Draper, Mary Wanda; and Draper, Henry. *Caring for Children.* Peoria, Illinois: Chas. A. Bennett Co., Inc., 1979.
- G. Baker, Katherine Read; and Fane, Xenia F. *Understanding and Guiding Young Children.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1971.

SUGGESTED ACTIVITIES

H. Truitt, Debbie; and Benson, Ann. *Home Econonics II: Basic Core.* rev. ed. Stillwater: Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1980.

I. Terry, Sheila G.; Sorrentino, Jeanette M.; and Flatter, Charles H. *Children: Their Growth and Development.* New York: Gregg Division/McGraw-Hill Book Company, 1979.

J. Benson, Ann. *Occupational Child Development.* Stillwater: Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1975.

K. Taylor, Barbara J. *When I Do, I Learn.* Provo, Utah: Brigham Young University, 1977.

L. Machado, Jeanne M. *Early Childhood Experiences in Language Arts.* 2nd ed. Albany, New York: Delmar Publishers (Division of Litton Educational Publishing), 1980.

M. Rice, Mary F.; and Flatter, Charles H. *Help Me Learn: A Handbook for Teaching Children From Birth to Third Grade.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1979.

SOCIAL AND EMOTIONAL DEVELOPMENT
UNIT IV

INFORMATION SHEET

I. Terms and definitions

A. Emotional development--Changing feelings children have about themselves, others, and the world

B. Social development--Progress made from the completely self-centered baby through the adult's ability to live and work with others

(NOTE: "Appropriate" social development results in an adult whose behavior conforms to the expectations of society.)

C. Personality--All noticeable traits in a person's behavior

D. Separation anxiety--Childhood fear of being without the protection of parents

E. Self-concept--How a child feels about himself or herself in relation to the world

F. Bonding--Attachment formed between parent and newborn

G. Attachment--Active, affectionate relationship shared by two people

II. Factors to consider in social and emotional development

A. Emotional and social development overlap

EXAMPLE: How a child acts towards others depends upon feelings

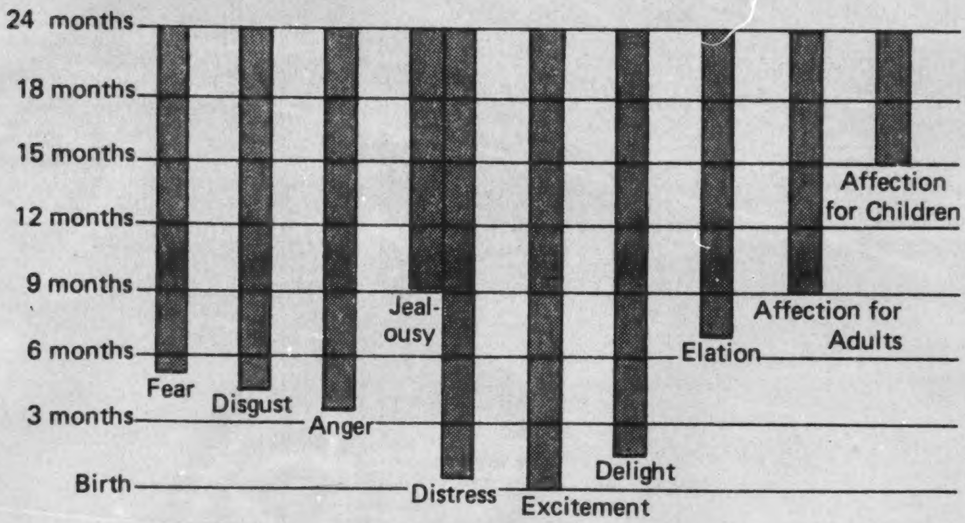
B. Sequence of emotional and social development is the same for all children, but exact timing is different

C. Building trust during infancy will help the child handle frustrations later in life

INFORMATION SHEET

D. Emotions expressed by a child become more specific with age

EXAMPLE:



III. Factors that affect social and emotional development

A. Family care

1. Position in family
2. Age spacing
3. Sex of child
4. Discipline techniques
5. Emotional state of parents
6. Birth of new baby
7. Social-economic status
8. Physical environment

INFORMATION SHEET

9. Physical and motor development of child
10. Cognitive and language development of child
11. Health of family member(s)
12. Health of the child

B. Group care

1. Guidance and discipline techniques
2. Activities

   EXAMPLES: To promote interaction among children; to develop daily living skills

3. Physical environment

IV. Effects of love and affection on a child's social and emotional development

A. Gives the child a sense of security

B. Adds to feelings of acceptance and value as an individual

C. Makes it easier for children to accept themselves and others

D. Reassures the child of his or her worth

E. Cultivates social interest and feelings for others

F. Helps the child identify with parents, siblings, peers, and others

G. Produces a desire to please others by sharing love and affection

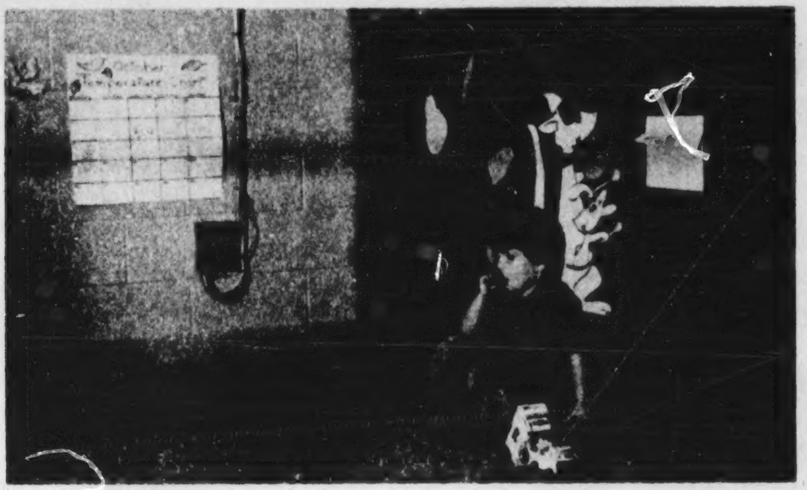
INFORMATION SHEET

V. Descriptions of stages of social play (Assignment Sheet #1)

A. Unoccupied behavior--Child is not playing, but is occupied with watching anything of interest (Figure 1)

EXAMPLE: When nothing exciting is going on, child may stand around, follow the teacher, or sit in one spot while glancing around

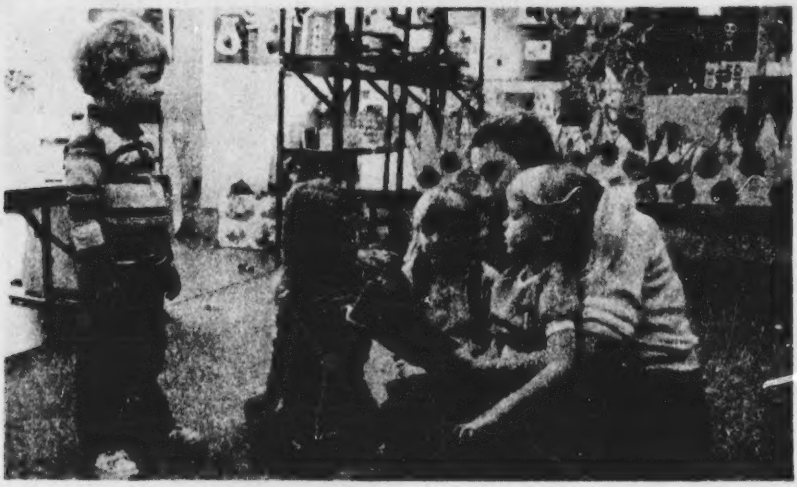
FIGURE 1



B. Onlooker--Child spends most of time watching other children play; talks or makes suggestions often to group being observed; sits within speaking distance to see and hear everything (Figure 2)

EXAMPLE:

FIGURE 2

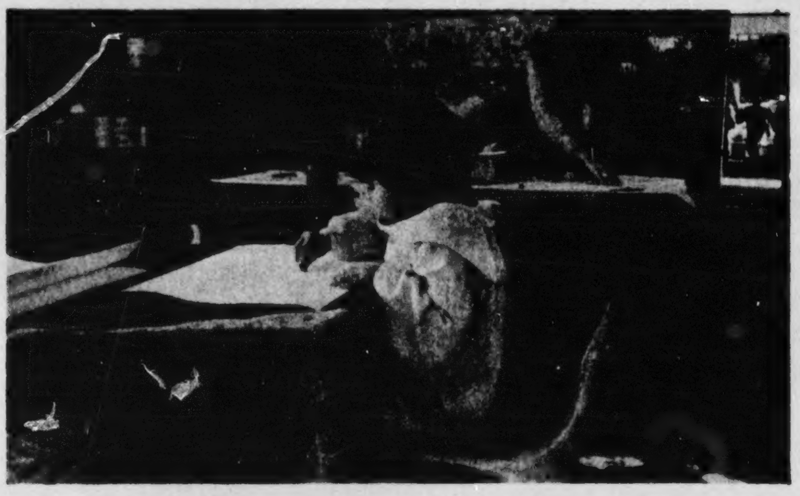


INFORMATION SHEET

C. Solitary independent play--Child plays alone with toys different from those children within speaking distance are playing with; makes no effort to get close to other children; pursues own activity, not caring what others are doing (Figure 3)

EXAMPLE:

FIGURE 3



D. Parallel activity--Child plays independently, but in an activity that naturally brings him/her among other children; plays with toys like other children, but designs own use, not being influenced by others or trying to influence other children; plays beside, but not with other children (Figure 4)

EXAMPLE:

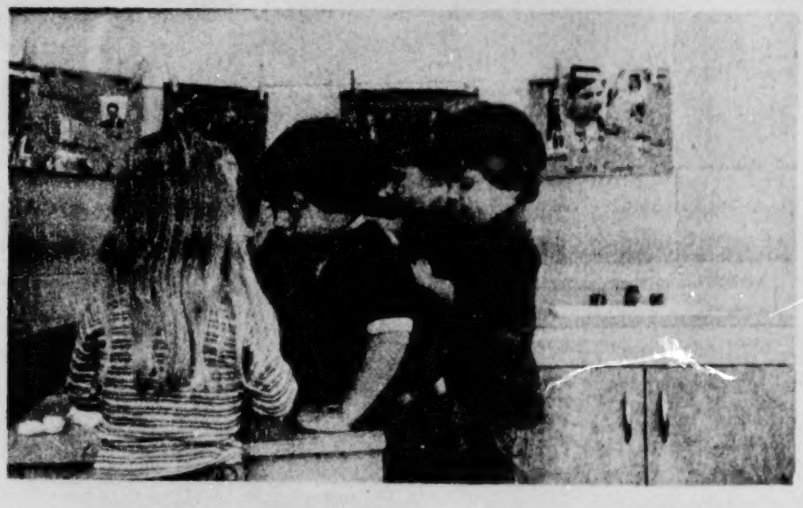
FIGURE 4

INFORMATION SHEET

E. Associative play--Child plays with other children; borrows and loans materials; engages in similar or identical activity; acts as he/she wishes (Figure 5)

EXAMPLE:

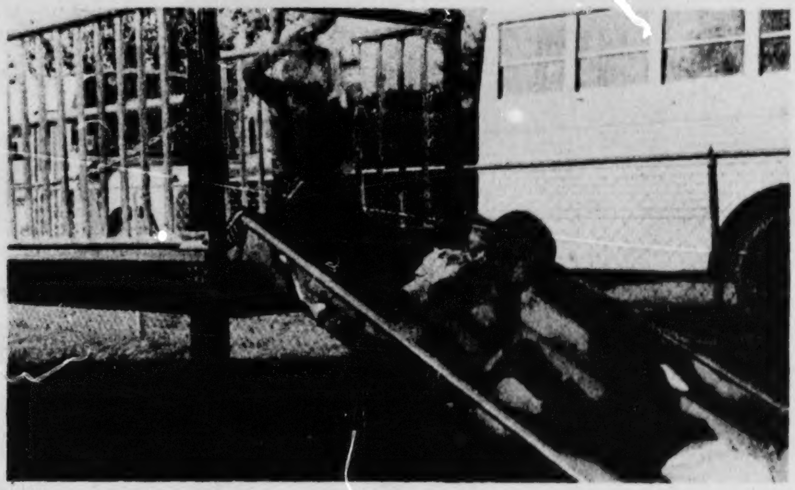
FIGURE 5



F. Cooperative or organized supplementary play--Child plays in a group that has a common purpose; group members take different roles and divide labor; efforts are aided by others (Figure 6)

EXAMPLES: Making a product; achieving a goal; playing a formal game

FIGURE 6



INFORMATION SHEET

VI. Examples of social development

STAGE	SOCIAL DEVELOPMENT
Infant (0-6 months)	Responds to human voices Stops crying when liften or touched Brightens face when parent is seen Smiles at people Wants companionship as well as physical care Plays alone for short periods of time
(6-12 months)	Loves company and attention Plays games like "peek-a-boo" and "pat-a-cake" Prefers to spend time with adult activity Loves attention
Toddler (1-2 years)	Enjoys members of own family May be afraid of strangers Notices other children Has conflicts with other children Satisfies own desires at expense of anyone who interferes
(2-2 1/2 years)	Expresses self through speech Influences behaviors of others
(2 1/2-3 years)	Shows many negative behaviors Is rigid, contrary, impatient, and demanding
Preschool (3-5 years)	Makes friends Likes to give Plays with other children Gets feelings hurt easily
School-age (5-6 years)	Plays best in groups of five or six Prefers friends of own age Respects things belonging to others
(6-7 years)	Wants to be socially acceptable to peers and classmates Develops own conscience Forms groups that tend to exclude some children Social relations with family and friends are characterized by friction, aggression, threats, stubbornness, and rudeness
(7-12 years)	Becomes easier to get along with Has particular friends Likes to play in groups with special group activities

INFORMATION SHEET

VII. Delight and distress emotions (Assignment Sheet #2)

(NOTE: There should be a balance between delight and distress emotions; however, there should be slightly more delight emotions than distress emotions.)

A. Delight

1. Love
2. Affection
3. Happiness
4. Joy
5. Sympathy
6. Contentment

B. Distress

1. Anger
2. Fear
3. Hatred
4. Jealousy
5. Disappointment
6. Pain

VIII. Emotional development skills of infants, toddlers, preschool, and school-age children

STAGE	EMOTIONAL DEVELOPMENT
Infant (0-6 months)	Cries to show hunger, discomfort, and fatigue Shows pleasure and contentment
(6-12 months)	Responds pleasurably to social contact
Toddler (1-2 years)	Can show affection, jealousy, and anxiety
(2-3 years)	Develops self-reliance, which may cause more stubbornness and temper
Preschool (3-5 years)	Learns how to share, take turns, and cooperate Commonly has behavior problems
School-age (5-7 years)	Learns how to control and express emotions in an acceptable way Has fairly intense sibling rivalry Develops sense of humor
(7-12 years)	Has greater self-assurance Is more anxious about school achievement Has increased sense of humor

INFORMATION SHEET

IX. Common problems of children who do not have satisfactory emotional development (Assignment Sheet #3)

  A. Speech problems

  B. Excessive daydreaming

  C. Extreme dependence on others

  D. Temper tantrums

  E. Overaggressive actions

  F. Dishonesty

  G. Crying

  H. Nervous habits

  I. Withdrawal

X. Observable ways children release emotional energy (Assignment Sheet #4)

  A. Moodiness

  B. Substitute responses

  C. Displacement

  D. Regression

  E. Emotional explosions

  EXAMPLES: Hitting, crying, or screaming

  F. Laughing

  G. Running

  H. Talking

XI. Aids in the acceptable outlet of emotions (Assignment Sheet #5)

  A. Some strenuous physical exercise daily, either in play or work

  EXAMPLES: Dancing; running; bike riding

  B. An understanding of how strenuous exercise aids physical and emotional well-being

INFORMATION SHEET

C. Development of a sense of humor so that one can laugh, even at oneself

D. Understanding that crying is not always "babyish"

(NOTE: It can be good for a child if he or she knows when and where to cry.)

E. Close, affectionate relationship with at least one family member

F. Intimate friend one can confide in

G. Willingness to talk over problems with a sympathetic person

(NOTE: Most children, unless discouraged from doing so, will talk freely about everything, including their problems.)

H. Respect from others for the causes of emotional upset

(NOTE: When a child is afraid, there is a reason for it, and if others recognize that, the child will be willing to discuss the fear.)

SOCIAL AND EMOTIONAL DEVELOPMENT
UNIT IV

ASSIGNMENT SHEET #1--OBSERVE STAGES OF SOCIAL PLAY

NAME ______________________________ SCORE ______________

Children develop socially by being with others. This development begins early in life as children interact with parents, siblings, and eventually, beyond family members.

Observing children involved in different stages of group interaction will help give you insight into social development. It will also help you plan daily activities that support and assist social growth of children.

Complete the following observations. Your observation reports will vary depending on the time of day and length of the observation. They will also vary depending on the setting you observe in and the specific age(s) of the child(ren). Use unit information and other resources to help you complete this assignment. Take time to discuss your observations as a class after completing this assignment.

(CAUTION: OBSERVATIONS ARE CONFIDENTIAL AND SHOULD ONLY BE DISCUSSED IN CLASS.)

(NOTE: If time and observation sites allow, this assignment sheet may be duplicated and used for many observations or may be completed in parts.)

ASSIGNMENT SHEET #1

PART I

NAME ______________________________ SCORE ______________

OBSERVE UNOCCUPIED BEHAVIOR

First name of child-- ______________________________

Age of child-- ______________________________

Sex-- ______________________________

Setting (care center, nursery, family day care home, Head start, private home, preschool, other)-- ______________________________

Date-- ______________________________

Time of observation-- ______________________________

Length of observation-- ______________________________

Describe what the child was doing. ______________________________

How long did the child remain involved in unoccupied behavior? ______________

ASSIGNMENT SHEET #1

PART II

NAME ____________________ SCORE ____________

OBSERVE AN ONLOOKER

First name of child-- ____________________

Age of child-- ____________________

Sex-- ____________________

Setting (care center, nursery, family day care home, Head start, private home, preschool, other)-- ____________________

Date-- ____________________

Time of observation-- ____________________

Length of observation-- ____________________

Describe what the child was doing. ____________________

How long did the child remain involved as an onlooker? ____________________

ASSIGNMENT SHEET #1

PART III

NAME ____________________ SCORE __________

OBSERVE SOLITARY INDEPENDENT PLAY

First name of child-- ____________________

Age of child-- ____________________

Sex-- ____________________

Setting (care center, nursery, family day care home, Head start, private home, preschool, other)-- ____________________

Date-- ____________________

Time of observation-- ____________________

Length of observation-- ____________________

Describe what the child was doing. ____________________

How long did the child remain involved in solitary independent play? __________

ASSIGNMENT SHEET #1

PART IV

NAME ______________________ SCORE __________

OBSERVE PARALLEL ACTIVITY

Number of children involved-- ______________________

First name of first child-- ______________________

Age-- ______________ Sex-- ______________

First name of second child-- ______________________

Age-- ______________ Sex-- ______________

Setting (care center, nursery, family day care home, Head start, private home, preschool, other)-- ______________________

Date-- ______________________

Time of observation-- ______________________

Length of observation-- ______________________

Describe what each child was doing.

First child-- ______________________

____

____

____

Second child-- ______________________

____

____

____

How long did the children remain involved in the parallel activity? ______________

____

CC I - 243-B

ASSIGNMENT SHEET #1

PART V

NAME ______________________ SCORE ____________

OBSERVE ASSOCIATIVE PLAY

Number of children involved-- ______________________

First name first of child-- ______________________

Age-- ____________ Sex-- ____________

First name of second child-- ______________________

Age-- ____________ Sex-- ____________

Describe what each child was doing. ______________________

How long did the children remain involved in associative play? ______________________

ASSIGNMENT SHEET #1

PART VI

NAME ______________________________ SCORE ______________

OBSERVE COOPERATIVE OR ORGANIZED SUPPLEMENTARY PLAY

Number of children involved-- ______________________________

Ages of children-- ______________________________

Number of boys-- ______________ Number of girls-- ______________

Describe what each child was doing. ______________________________

____

____

____

____

____

____

____

What was the goal of the group? ______________________________

____

____

Was there a "group leader?" ______________________________

If "yes," who was it? ______________________________

____

How long did the children remain involved in cooperative or organized supplementary play?

____

What ended the play? ______________________________

____

____

SOCIAL AND EMOTIONAL DEVELOPMENT
UNIT IV

ASSIGNMENT SHEET #2--RECORD EMOTIONAL DEVELOPMENT OF CHILDREN

NAME ______________________ SCORE ____________

Emotions are expressed feelings. They range from love to indifference and from sadness to happiness. Each child expresses each emotion differently.

PART I

Observe a group of children. As you observe, describe how they behaved when experiencing the following emotions. Record as many emotions as possible while you observe.

A. Love-- ______________________

B. Affection-- ______________________

C. Happiness-- ______________________

D. Joy-- ______________________

E. Sympathy-- ______________________

F. Contentment-- ______________________

ASSIGNMENT SHEET #2

G. Anger-- ______________________________

____

____

H. Fear-- ______________________________

____

____

I. Hatred-- ______________________________

____

____

J. Jealousy-- ______________________________

____

____

K. Dissappointment-- ______________________________

____

____

L. Pain-- ______________________________

____

____

M. Indifference-- ______________________________

____

____

ASSIGNMENT SHEET #2

PART II

A. While observing the children did you observe any evidence of children not having satisfactory emotional development? ____________________

B. If so, what problems did they exhibit?

EXAMPLE: Speech problems; daydreaming; extreme dependence on others; temper tantrums

C. How did the caregiver react to children's emotions? ____________________

SOCIAL AND EMOTIONAL DEVELOPMENT
UNIT IV

ASSIGNMENT SHEET #3--PREDICT SOCIAL AND EMOTIONAL DEVELOPMENT

NAME ______________________ SCORE ____________

Emotions are not easy to study or analyze. Not only are they quick to change, but also hard to predict. Study each of the following situations. Evaluate the situations and predict development that will occur unless the situations are corrected or changed.

SITUATION I

Joyce had never been apart from her eleven-month-old daughter. She had an appointment for lunch with a friend and was going to leave the baby with a sitter for the first time. Jennifer cried, screamed and clung to her mother. Joyce decided to not go to lunch and instead to stay home with the baby.

A. What should Joyce have done? ______________________

B. What could the babysitter have done to have made the separation easier? ____________

C. What will happen if Joyce refuses to leave the baby with a sitter? ____________

ASSIGNMENT SHEET #3

SITUATION II

Cary, age three, bangs his head on a wall each time he does not get his way. His parents always give in to his requests just to stop this behavior.

A. What should his parents do? ____________________

____

____

B. What will happen to Cary if his parents continue to give in as a result of this behavior?

____

____

____

SITUATION III

Jamee and Jim are having a picnic for their four children with Janice and Gary and their only son William. Jamee and Jim's children are very outgoing. They have spent a lot of time with other children, and with each other, and they make friends easily. William has always lived in a neighborhood where he has not had any friends or playmates. William is getting ready to begin kindergarten in two weeks. Jim and Jamee's youngest child, Kelly, will also be beginning kindergarten.

A. What advantages in adjustment will Kelly have over William when beginning school?

____

____

____

B. What experiences might Janice and Gary have provided William so that his adjustment to kindergarten would have been easier?

____

____

____

C. If William continues to be sheltered from people and not allowed to interact with others, what emotional problems might you predict?

____

____

____

ASSIGNMENT SHEET #3

SITUATION IV

George, jr., age 3 months, wakes up each morning as his 15-month-old brother usually climbs into his crib. His mother works two jobs in order to support her family. George's cries are either ignored, or a bottle is usually stuck in his mouth.

A. What emotional problems do you foresee for George?

B. Can you offer suggestions for this young, single mother?

SITUATION V

From the moment the doctor said, "It's a girl," and Candy was wrapped in a pink blanket with a pink bow placed in her hair, she was stereotyped into a mold labeled "female." She was handled more gently and protectively, fussed over more, and had her clothes arranged more than the baby boy born on the same day.

A. If such exposure to feminine ideas continues for years to come, how do you predict such exposure willl affect Candy?

B. What similar situation can you describe?

C. In what other ways can stereotyping take place, beginning with infancy?

ASSIGNMENT SHEET #3

SITUATION VI

Jason, age three, was not used to naps. Soon after he began attending the local day care center, he started crying each day at lunch time. He seldom ate lunch because he knew that nap time followed.

A. What is the caregiver's role in helping the child adjust to this new routine? ____________

____

____

____

____

B. How could the parent be included in helping him adjust? ____________________

____

____

____

____

C. What else might contribute to the child's inability to adjust? ________________

____

____

____

____

SOCIAL AND EMOTIONAL DEVELOPMENT
UNIT IV

ASSIGNMENT SHEET #4--RECOMMEND WAYS TO RESOLVE CHILDHOOD FEARS

NAME ________________________________ SCORE ______________

PART I

Each stage of a child's development has accompanying fears. Fears, to children, are very real. There are several ways parents or caregivers can help children overcome fears. Consider these as you complete the assignment that follows.

1. Set an example by not displaying fear yourself.
2. Have child talk about fear.
3. Do not make fun of, shame, or punish child for having fear.
4. Protect child from fear until confidence is gained.
5. Make unfamiliar situations more secure with your presence.
6. Prepare child for upcoming events.
7. Prevent fear from developing from an unpleasant situation.
8. Teach child solutions to whatever is causing fear.

Each of the situations described below is an example of ways children have been helped to overcome fears. Place the appropriate number from the list above in the blank in front of each situation.

_____A. Three-year-old Jon has his first dental appointment tomorrow. His mother, Sarah, has spent much time explaining and describing what will go on at the appointment.

_____B. Michelle, age four, has recently developed a fear of the dark. She does not want to go to sleep at night for fear that something will "get" her. Michelle and her father have talked about her fear. He has expressed that he understands her fear. She seems relieved to have shared her fear with someone else.

_____C. Bryan, age two and one-half, accidentally slips down into the water during his bath. Mom, who is close at hand, makes light of the situation and continues to bathe Byran. Bryan thinks the experience was kind of fun and goes under the water on purpose next time.

_____D. Bob has been afraid of thunderstorms since he was a child. His son Noel seems afraid of thunderstorms. Bob acts very brave and not afraid in front of Noel. As a result, Noel seems less afraid of thunderstorms.

ASSIGNMENT SHEET #4

_____E. Bud is just beginning to go to preschool. On his first day his mother goes with him and stays for an hour.

_____F. Terra and Amie, six-year-old twins, have just been adopted by a family. They are sleeping in separate bedrooms. Amie sleeps in a bedroom near the heating and air conditioning unit. It makes a loud noise when it comes on during the night. This noise scared Amie until her dad opened the cabinet and showed her what was making the noise. They discovered that if Amie's door was shut that she could not hear the noise and it did not scare her.

_____G. Kara, age 2 1/2, who has been successful at "potty training," forgets to tell her teacher for the third time today. Her teacher patiently attends to her and does not shame or punish her for the "accident."

_____H. Teddy brings his new pet dog to the day-care center. Julia is afraid of the dog because it jumped up on her. The teacher held the dog still allowing Julia to gently pet it. Her fear was lessened and eventually she began to accept and like the dog.

_____I. The fire engine began to come down the street by the child care center. There seemed to be a fire in the adjoining building. Tim, age 4, was frightened by all the noise and excitement. The teacher's calm behavior made Tim less afraid.

PART II

A. Describe a fear that you have had or that you have known or observed someone else to have had.

____

____

____

____

B. What recommendations can you make for helping overcome this fear?

____

____

____

____

SOCIAL AND EMOTIONAL DEVELOPMENT
UNIT IV

ASSIGNMENT SHEET #5--PLAN ACTIVITIES TO HELP CHILDREN RELEASE EMOTIONAL ENERGY

NAME ______________________ SCORE ____________

Children, no matter what age, can only sit quietly, be quiet, and act "big" for so long. Using available resources, such as textbooks, game books, magazines, pamphlets, and resource people, plan activities for each of the following childhood stages that will help children release emotional energy. After planning, explain how this activity will help children release emotional energy.

STAGE	ACTIVITY	HOW THIS ACTIVITY WILL HELP CHILDREN RELEASE EMOTIONAL ENERGY
Infant	EXAMPLE: Allow child to cry when he/she is just mad and not in need of something	Allows child to express anger

ASSIGNMENT SHEET #5

STAGE	ACTIVITY	HOW THIS ACTIVITY WILL HELP CHILDREN RELEASE EMOTIONAL ENERGY
Toddler	EXAMPLE: Allow children to throw beanbags at target, trying to knock target over	Gives children opportunity to take frustration out in a harmless manner

ASSIGNMENT SHEET #5

STAGE	ACTIVITY	HOW THIS ACTIVITY WILL HELP CHILDREN RELEASE EMOTIONAL ENERGY
Preschool	EXAMPLE: Play "exercise" record allowing children to exercise as you lead them in instruction	Allows children to be physically active

ASSIGNMENT SHEET #5

STAGE	ACTIVITY	HOW THIS ACTIVITY WILL HELP CHILDREN RELEASE EMOTIONAL ENERGY
School-age	EXAMPLE: Allow children to run relay races	Gives children opportunity to be outside getting physical exercise

SOCIAL AND EMOTIONAL DEVELOPMENT
UNIT IV

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1--Evaluated to the satisfaction of the instructor

Assignment Sheet #2--Evaluated to the satisfaction of the instructor

Assignment Sheet #3--Evaluated to the satisfaction of the instructor

Assignment Sheet #4

A. 6

B. 2

C. 7

D. 1

E. 5

F. 8

G. 3

H. 4

I. 1

Assignment Sheet #5--Evaluated to the satisfaction of the instructor

SOCIAL AND EMOTIONAL DEVELOPMENT
UNIT IV

TEST

NAME ______________________________ SCORE ______________

1. Match terms associated with social and emotional development to the correct definitions. Write the correct numbers in the blanks.

_____a. How a child feels about himself or herself in relation to the world

_____b. Progress made from the completely self-centered baby through the adult's ability to live and work with others

_____c. Attachment formed between parent and newborn

_____d. All noticeable traits in a person's behavior

_____e. Changing feelings children have about themselves, others, and the world

_____f. Childhood fear of being without the protection of parents

_____g. Active, affectionate relationship shared by two people

1. Emotional development
2. Social development
3. Personality
4. Separation anxiety
5. Self-concept
6. Attachment
7. Bonding

2. Select from the following list factors to consider in social and emotional development. Write an "X" in the blanks before the correct answers.

_____a. Emotions expressed by a child become more specific with age

_____b. Sequence of emotional and social development is the same for all children, but exact timing is different

_____c. Emotional and social development overlap

_____d. Building trust during infancy will help the child handle frustrations later in life

3. Select from the following list factors that affect social and emotional development. Write an "X" in the blanks before the correct answers.

_____a. Discipline techniques

_____b. Sex of child

_____c. Health of a family member(s)

_____d. Birth of new baby

TEST

______e. Climate

______f. Position in family

______g. Emotional state of parents

______h. Number of holidays

______i. Physical environment

4. Select from the following list effects of love and affection on a child's social and emotional development. Write an "X" in the blanks before the correct answers.

______a. Cultivates social interest and feelings for others

______b. Adds to feelings of acceptance and value as an individual

______c. Takes away sense of security

______d. Produces a desire to please others by sharing love and affection

______e. Makes it easier for children to accept themselves and others

______f. Reassures the child of his or her worth

______g. Makes child grow taller

______h. Helps the child identify with parents, siblings, peers, and others

5. Match stages of social play to the correct descriptions. Write the correct number in the blanks (Descriptions are continued on the next page.)

______a. Child plays alone with toys different from those children within speaking distance are playing with; makes no effort to get close to other children; pursues own activity, not caring what others are doing

______b. Child plays with other children; borrows and loans materials; engages in similar or identical activity; acts as he/she wishes

______c. Child plays independently, but in an activity that naturally brings him/her among other children; plays with toys like other children, but designs own use, not being influenced by others or trying to influence other children; plays beside, but not with other children

______d. Child spends most of time watching other children play; talks or makes suggestions often to group being observed; sits within speaking distance to see and hear everything

1. Unoccupied behavior
2. Onlooker
3. Solitary independent play
4. Parallel activity
5. Associative play
6. Cooperative or organized supplementary play

TEST

_____ [illegible]. Child plays in a group that has a common purpose; group members take different roles and divide labor; efforts are aided by others

_____f. Child is not playing, but is occupied with watching anything of interest

6. List two examples of social development for each of the following stages.

   a. Infant

      1) ____________________

      2) ____________________

   b. Toddler

      1) ____________________

      2) ____________________

   c. Preschool

      1) ____________________

      2) ____________________

   d. School-age

      1) ____________________

      2) ____________________

7. Distinguish between delight and distress emotions. Write "delight" before delight emotions and "distress" before distress emotions in the correct blanks.

   ____________a. Disappointment

   ____________b. Sympathy

   ____________c. Affection

   ____________d. Fear

   ____________e. Love

   ____________f. Jealousy

   ____________g. Pain

   ____________h. Happiness

   ____________i. Anger

   ____________j. Contentment

TEST

8. Distinguish among emotional development skills of infants, toddlers, preschool, and school-age children. Place an "I" before skills of infants, a "T" before skills of toddlers, a "P" before skills of preschool children, and an "S" before skills of school-age children in the correct blanks.

______a. Learns how to control and express emotions in an acceptable way

______b. Can show affection, jealousy, and anxiety

______c. Cries to show hunger, discomfort, and fatigue

______d. Develops sense of humor

______e. Learns how to share, take turns, and cooperate

______f. Shows pleasure and contentment

______g. Has fairly intense sibling rivalry

______h. Responds pleasurably to social contact

______i. Develops self-reliance, which may cause more stubbornness and temper

______j. Commonly has behavior problems

______k. Is more anxious about school achievement

______l. Has greater self-assurance

______m. Has increased sense of humor

9. List four common problems of children who do not have satisfactory emotional development.

a. ____

b. ____

c. ____

d. ____

10. Select from the following list observable ways children release emotional energy. Write an "X" in the blanks before the correct answers.

______a. Laughing

______b. Running

______c. Moodiness

______d. Emotional explosions

______e. Regression

TEST

11. List four aids in the acceptable outlet of emotions.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

(NOTE: Test questions 12 through 16 are assignment sheets. They are an important part of this unit. If they have not been completed, check with your instructor.)

12. Observe stages of social play.

13. Record emotional development of children.

14. Predict social and emotional development.

15. Recommend ways to resolve childhood fears.

16. Plan activities to help children release emotional energy.

SOCIAL AND EMOTIONAL DEVELOPMENT
UNIT IV

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The points designated in parentheses are intended to be guidelines and should be adapted to meet the needs of each teaching-learning process. The point total is 250.)

1. (14 points)

a.	5	e.	1
b.	2	f.	4
c.	7	g.	6
d.	3		

2. (8 points)

   a, b, c, d

3. (18 points)

   a, b, c, d, f, g, i

4. (16 points)

   a, b, d, e, f, h

5. (12 points)

a.	3	d.	2
b.	5	e.	6
c.	4	f.	1

6. (8 points)

   a. Any two of the following:

      1) Responds to human voices
      2) Stops crying when lifted or touched
      3) Brightens face when parent is seen
      4) Smiles at people
      5) Wants companionship as well as physical care
      6) Plays alone for short periods of time
      7) Loves company and attention

ANSWERS TO TEST

8) Plays games like "peek-a-boo" and "pat-a-cake"

9) Prefers to spend time with adult activity

10) Loves attention

b. Any two of the following:

1) Enjoys members of own family

2) May be afraid of strangers

3) Notices other children

4) Has conflicts with other children

5) Satisfies own desires at expense of anyone who interferes

6) Expresses self through speech

7) Influences behaviors of others

8) Shows many negative behaviors

9) Is rigid, contrary, impatient, and demanding

c. Any two of the following:

1) Makes friends

2) Likes to give

3) Plays with other children

4) Gets feelings hurt easily

d. Any two of the following:

1) Plays best in groups of five or six

2) Prefers friends of own age

3) Respects things belonging to others

4) Wants to be socially acceptable to peers and classmates

5) Develops own conscience

6) Forms groups that tend to exclude some children

7) Social relations with family and friends are characterized by friction, aggression, threats, stubbornness, and rudeness

8) Becomes easier to get along with

ANSWERS TO TEST

9) Has particular friends

10) Likes to play in groups with special group activities

7. (20 points)

a. Distress
b. Delight
c. Delight
d. Distress
e. Delight
f. Distress
g. Distress
h. Delight
i. Distress
j. Delight

8. (26 points)

a. S
b. T
c. I
d. S
e. P
f. I
g. S
h. I
i. T
j. P
k. S
l. S
m. S

9. (4 points)

Any four of the following:

a. Speech problems
b. Excessive daydreaming
c. Extreme dependence on others
d. Temper tantrums
e. Overaggressive actions
f. Dishonesty
g. Crying
h. Nervous habits
i. Withdrawal

ANSWERS TO TEST

10. (10 points)

    a, b, c, d, e

11. (4 points)

    Any four of the following:

    a. Some strenuous physical exercise daily, either in play or work
    b. An understanding of how strenuous exercise aids physical and emotional well-being
    c. Development of a sense of humor so that one can laugh, even at oneself
    d. Understanding that crying is not always "babyish"
    e. Close, affectionate relationship with at least one family member
    f. Intimate friend one can confide in
    g. Willingness to talk over problems with a sympathetic person
    h. Respect from others for the causes of emotional upset

12. Evaluated to the satisfaction of the instructor (30 points)
13. Evaluated to the satisfaction of the instructor (25 points)
14. Evaluated to the satisfaction of the instructor (20 points)
15. Evaluated to the satisfaction of the instructor (20 points)
16. Evaluated to the satisfaction of the instructor (15 points)

HEALTH AND FIRST AID
UNIT I

UNIT OBJECTIVE

After completing this unit, the student should be able to provide for the health of children. The student should also be able to provide assistance in emergencies and give first aid. This knowledge will be shown by completing the assignment sheet, job sheets, and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with health and first aid to the correct definitions.
2. Describe a healthy child.
3. Describe an abused child.
4. Select from a list ways children's good health can be promoted.
5. Select from a list diseases for which children need immunizations.
6. Complete a chart of communicable childhood diseases.
7. Select from a list factors to consider in caring for a sick child.
8. Describe reasons knowledge of and training in first aid is important.
9. Arrange in order actions to take when giving first aid.
10. Match types of wounds to the correct descriptions.
11. Describe care given to a victim with a bite or sting wound.
12. Select from a list factors to consider when treating an eye injury.
13. Arrange in order steps to take when head injury occurs.
14. Match types of treatment for poison ingestion to the correct poisonous substances.
15. Select from a list factors to consider in treatment of shock.
16. Select from a list major causes of poisoning.
17. Arrange in order first aid steps given for contact poisoning.
18. Select from a list causes of respiratory failure.
19. Classify symptoms of burns by degree.
20. Match first, second, and third degree burns to the correct treatments.

OBJECTIVE SHEET

21. Match types of seizures to the correct descriptions.
22. Describe care to give for teething and toothaches.
23. Read Fahrenheit thermometer.
24. Demonstrate the ability to
    a. Take temperatures.
    b. Apply dressings and bandages.
    c. Examine eyes.
    d. Irrigate eyes.
    e. Control bleeding by direct pressure.
    f. Apply a splint.
    g. Clear obstructed airway.

HEALTH AND FIRST AID
UNIT I

SUGGESTED ACTIVITIES

I. Suggested activities

- A. Order films, filmstrips, or other materials planned to supplement unit.
- B. Provide students with objective sheet.
- C. Provide students with information, assignment, and job sheets.
- D. Discuss unit and specific objectives.
- E. Discuss information and assignment sheets.
- F. Demonstrate and discuss procedures outlined in job sheets.
- G. Have students roleplay routines to be followed in a daily health check.
- H. Discuss appropriate action for the child care worker and/or parent to take when observing symptoms of illness in children. This will supplement objective #6.
- I. Have students observe health and first aid techniques used by workers in child care center.
- J. Arrange for a doctor or nurse to discuss health and first aid of various ages of children.
- K. Arrange for a guest speaker to discuss good health practices for parents, guardians, and caregivers to use and the importance of modeling good health habits.
- L. Brainstorm, with the help of students, a list of good health practices young children must learn and ways to teach them.
- M. Have students prepare health-related teaching materials, such as a flannel board illustrating toothbrushing, or a puppet play on washing hands and face.
- N. Arrange for standard Red Cross First Aid Course (including CPR training) to be taught.
- O. Summarize the local and/or state regulations and restrictions regarding administration of treatment and medication by child care workers and teachers.
- P. Describe what should be done if you believed a child had been battered or abused.

SUGGESTED ACTIVITIES

Q. Lead class discussion identifying steps to be taken in handling emergencies.

EXAMPLES: Calling for the ambulance
Calling for the doctor
Making arrangements for other children

R. Supplement objectives #19 and #20 with information on poisonous plants and trees with information from Oklahoma Poison Control Center, Children's Memorial Hospital, P.O. Box 26307, Oklahoma City, Oklahoma. The phone number is 405-271-5454.

S. Give test

T. Reteach if necessary.

II. Instructional materials

A. Objective sheet

B. Suggested activities

C. Information sheet

D. Assignment Sheet #1--Read Fahrenheit Thermometer

E. Answers to assignment sheet

F. Job sheets

1. Job Sheet #1--Take Temperatures
2. Job Sheet #2--Apply Dressings and Bandages
3. Job Sheet #3--Examine Eyes
4. Job Sheet #4--Irrigate Eyes
5. Job Sheet #5--Control Bleeding by Direct Pressure
6. Job Sheet #6--Apply a Splint
7. Job Sheet #7--Clear Obstructed Airway

G. Test

H. Answers to test

SUGGESTED ACTIVITIES

III. Unit references

A. Benson, Ann. *Occupational Child Development.* Stillwater: Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1975.

B. Draper, Thomas; Ganong, Marilyn Coleman; and Goodell, Virginia. *See How They Grow: Concepts in Child Development and Parenting.* New York: Butterick Publishing, 1980.

C. Truitt, Debbie; and Benson, Ann. *Home Economics II: Basic Core.* rev. ed. Stillwater: Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1980.

D. Baker, Katherine Read; and Fane, Xenia F. *Understanding and Guiding Young Children.* 3rd ed. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1975.

E. Draper, Mary Wanda; and Draper, Henry E. *Caring For Children.* rev. ed. Peoria, Illinois: Chas. A. Bennett Co., Inc., 1979.

F. Hurlock, Elizabeth B. *Child Growth and Development.* 5th ed. New York: Webster Division/McGraw-Hill Book Company, 1978.

G. Draper, Mary Wanda; and Polk, Lenorah Barnes. *Caring for Children: Teacher's Resource Guide.* Peoria, Illinois: Chas. A. Bennett Co., Inc., 1979.

H. Sloan, Jamee. *Health Service Careers.* Stillwater: Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1979.

I. Sloan, Jamee. *Medical Assistant.* Stillwater: Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1981.

J. Thomas, Clayton L., Ed. *Taber's Cyclopedic Medical Dictionary.* Philadelphia: F. A. Davis Company, 1977.

HEALTH AND FIRST AID
UNIT I

INFORMATION SHEET

I. Terms and definitions

A. Health--State of complete physical, mental, and social well-being; not merely the absence of disease

B. Immunization--Process by which a person acquires resistance to disease

C. Medication--Treatment with a medicinal substance

D. First aid--Emergency care or treatment given to an ill or injured person before regular medical help can be obtained

E. Hemorrhage--Abnormal discharge of blood; external symptom is obvious blood flow and internal symptom is shock

(NOTE: Bleeding from veins is dark red in color and flows slowly; bleeding from arteries is bright red in color and flows in spurts. Either one can be very dangerous and death can occur very quickly from loss of blood.)

F. Incubation period--Interval between exposure to infection and appearance of first symptom

G. Dressing-Protective covering placed over wound

(NOTE: This is also called a *compress*.)

H. Fracture--Breaking of a bone

I. Antidote--Substance that neutralizes poisons and their effects

J. Emetic--Agent that induces vomiting

(NOTE: In some cases of poisoning, this is a good way to rid the stomach of its contents. Water, milk, or other dilutants should be given before the emetic. *Ipecac* is a common emetic and may be bought over the counter for home use.)

K. Shock--Condition resulting from lack of circulation of blood and oxygen; characterized by marked decrease in blood pressure, rapid pulse, and decreased kidney function

(NOTE: Shock can be the result of major hemorrhage, electrical shock, severe trauma, or an emotional disorder.)

L. Poison--Any substance that interferes with normal physical functions when taken into the body orally, or when inhaled, injected, or absorbed through the skin

INFORMATION SHEET

M. Convulsion--Involuntary attack that causes the victim to lose consciousness

(NOTE: This may also be known as a seizure.)

N. Splint--Device that holds an injured part of the body in place when fracture is suspected

(NOTE: Splints also decrease pain and prevent further injury.)

O. Aura--Sensation that may precede an epileptic seizure by several hours or only by a few minutes; warns victim of attack

(NOTE: This may be some type of sensory hallucination, such as a certain smell, vision, or noise.)

P. Malaise--Discomfort, uneasiness, or indisposition

II. Description of a healthy child

A. Sleeps soundly

B. Has good appetite

C. Gains height and weight appropriate for age and body build

D. Teeth are in good condition

E. Hair has luster

F. Eyes are bright

G. Has few aches and pains

H. Enjoys individual and group activities

III. Description of an abused child

(NOTE: If you detect any of the signs and suspect child abuse, document incidences and contact your local welfare department. You may anonymously turn in the case to be investigated. If your suspicions are valid you may be asked to testify at a hearing to determine further actions of the court in prosecuting the responsible persons.)

A. Physical

1. Extensive bruises, welts, or burns inconsistent with explanation of injury, or stages and ages of the injuries

EXAMPLES: Bruises caused from beatings usually cover an extensive area; bruises and burns may take the form of the instrument used, such as belt buckle or a cigarette; bruises may be varied in color

INFORMATION SHEET

2. Location and type of injuries indicating direct contact with a fist or sharp object

   (NOTE: Watch for lacerations of the face and genital area.)

3. Deformities, caused from old fractures, resulting in misshaped limbs or difficult movement

4. Head injuries causing hemorrhaging beneath the scalp, or if deeper into the eye or nose, causing bleeding; symptoms include stupor, sleepiness, or even coma

5. Unwillingness to participate in any physical activity

   (NOTE: This is commonly seen in children who have been sexually abused. Movement is difficult and painful for them.)

6. Lack of medical or dental care

7. Lack of nutrition, causing the child to look malnourished and complain of being hungry all the time

8. Lack of adequate clothing and proper hygiene

   (NOTE: A child dressed inadequately for the weather, or appearing unclean with a persistant body odor, may be the victim of neglect and abuse.)

B. Sexual

1. Pain, itching, bleeding, or spotting in genital area

2. Fear of going home; child may ask to stay with a friend or teacher

3. Poor self-concept or feelings of guilt

C. Emotional

(NOTE: Some of the signs listed may also be shown in physical and sexual abuse. These signs indicate the child may have a problem that needs indepth investigation.)

1. Regression, or escape into a fantasy world

   (NOTE: Many times these children appear retarded in their regressed state.)

2. Delinquency or aggression, causing them to act out their anger and hostility on others

INFORMATION SHEET

3. Poor peer relationships due to a poor self-image

4. Desire to protect abusive person

   (NOTE: In many cases when a child is questioned concerning injuries, he or she will make up stories or agree with the abusive person when describing how the injury occurred. The child, even though frightened, may cling to the person, as that is the only person close to him or her.)

IV. Ways children's good health can be promoted

- A. Clean and safe surroundings
- B. Nourishing foods
- C. Plenty of fresh air
- D. Exercise
- E. Rest/sleep
- F. Proper clothing
- G. Good relationships with caregivers and other children
- H. Immunizations
- I. Medication given as directed by doctor

V. Diseases for which children need immunizations

- A. Whooping cough (pertussis)
- B. Tetanus
- C. Polio (infantile paralysis)
- D. Diphtheria
- E. Measles
- F. Mumps

INFORMATION SHEET

VI. Communicable childhood diseases

Disease	Incubation Period	Symptoms	Source of Contact	Period of Communicability	What To Do
Chicken Pox	13-17 days	Slight fever, mild constitutional symptoms; rashlike, small blisters on body, chest, back 14-21 days after exposure	Contact with diseased case; droplets from nose and throat; or airborne spread of secretions of respiratory tract of infected person	As long as 5 days before the eruption of chickenpox; not more than 6 days after the first crop of blisters	Confine for 6 days following first symptoms; apply baking-soda-and-water paste; trim fingernails to prevent breaking blisters
Common Cold	12-72 hours	Runny nose; sneezing; overly tired; usually no fever, or sudden high fever for a short duration	Contact with infected person; discharge from nose and mouth; sneezing and coughing	Nasal washings taken 24 hours before onset and 5 days after onset have produced symptoms in experimentally-infected volunteers	Keep comfortable; plenty of rest and liquids; confine until symptoms disappear and child feels well
Diphtheria	2-5 days	Sore throat and fever; symptoms become severe rapidly. Occasionally affects other mucous membranes or skin; lesions marked by patch or patches of grayish membrane with surrounding dull red inflammation	Contact with a diseased person or a carrier of the disease; discharge from nose and throat; or lesions	Usually 2 weeks or less; seldom more than 4 weeks	Contact doctor; confine until released by doctor or health department ment
Dysentery (Bacillary)	1-7 days	Diarrhea; malaise; toxemia; fever; cramps	Bowel discharge of infected person or carrier; contaminated food or drinks; flies	During acute infection and until infectious agent no longer present in feces; usually within a few weeks	Maintain sanitary conditions; consult with doctor or nurse

INFORMATION SHEET

Disease	Incubation Period	Symptoms	Source of Contact	Period of Communicability	What To Do
Infectious Hepatitis	Variable 10-50 days	Onset is usually abrupt, with fever, malaise, nausea and abdominal discomfort, followed within a few days by jaundice	Person-to-person contact between infected individuals; water contaminated with human excretions. Contagious for duration of illness. Spreading is primarily through infected feces, urine, and/or diapers	During latter half of incubation period continuing through a few days after onset of jaundice	Isolate during first 2 weeks of illness and at least 1 week after onset of jaundice; use sanitary disposal of feces and urine; control handwashing before and after meals and toileting. Gamma globulin is given for family contacts but not for contacts at day care center
Impetigo	4-10 days	Vesicular (blistering) and crusting skin lesions, commonly on the face and often on the hands	From skin lesions of infected persons; from carriers' nasal secretions	As long as sores contain pus and continue to drain	Avoid common use of toilet articles; avoid contact with infants and debilitated (weak) persons
Influenza	24-72 hours	Fever; chilliness or chills; discomfort; aches or pains; general malaise; sore throat; cough	Discharge of nose and throat from infected persons, possibly airborne	Probably limited to 3 days from clinical onset	Consult with doctor or nurse
Red Measles (Rubeola)	10-15 days	Fever, cold symptoms; sneezing and inflamed eyes; hard and dry cough; runny nose 3 to 4 days prior to rash, beginning on the face, becoming generalized; blotchy, dusky red color	Contact with someone who has rubeola; discharge from nose and throat early in illness before symptoms appear	From onset of warning symptoms to 4 days after appearance of rash	Confine for 7 days after appearance of rash; follow doctor's advise for care. Vaccinate; gamma globulin must be given within 2-3 days after exposure for effectiveness

INFORMATION SHEET

Disease	Incubation Period	Symptoms	Source of Contact	Period of Communicability	What To Do
Epidemic Meningitis	2-10 days	Sudden fever; intense headache; nausea, often vomiting; stiff neck	Direct contact with diseased person; nose and throat droplets of person carrying disease but not sick	Until bacteria are no longer present in discharge from nose and mouth; usually disappear within 23 hours after start of treatment	Isolate until 24 hours after start of doctor's medication. Confine until released by doctor or health department
Mumps	12-26 days; ordinarily 18	Fever; vomiting; aching glands near ears and jaw line; painful swelling of salivary glands. May affect testes or ovaries	Contact with someone who has mumps; droplets from nose and mouth of infected person	48 hours before swelling commences. Urine positive as long as 14 days after onset of illness	Confine to bed until fever and swelling subside; remain indoors unless weather is warm
Lice	Eggs hatch in 1 week; maturity in 2 weeks	Infestation of the scalp, hairy parts of the body, or of clothing, especially along the seams of inner surfaces, with adult lice, larvae, or nits (eggs). Crab lice usually infest the pubic area. They may infest the eyelashes	Direct contact with infected persons or with clothing containing lice	While lice remain alive on the infected person and until eggs in hair and clothing have been destroyed	Follow doctor's orders
Pinkeye (Conjunctivitis)	24-72 hours	White of eyes redden and are runny with matter; swollen eyelids; develops about 48 to 72 hours	Contact with items used by infected person--fingers, towels, handkerchiefs, etc.	During course of active infection	Remain away from others until recovered. Apply prescribed medical treatment locally

INFORMATION SHEET

Disease	Incubation Period	Symptoms	Source of Contact	Period of Communicability	What To Do
Poliomyelitis	3-21 days; commonly with 7-12 day range	Headache; stiffness of neck or back; slight fever; gastrointestinal disturbance	Throat secretions and stool of infected people and carriers; no known way to prevent spreading; contagious as long as fever persists	7 to 10 days before and after onset of symptoms	Preventive measure is vaccine. Confine until released by doctor or health department
Ringworm	10-14 days	Dry, circular splotches on skin and bare spots on scalp	Direct contact with others who have the disease; contact with clothing and items of infected persons; lesions of animals	As long as lesions are present	Bathe thoroughly in soap and water; apply prescribed medicine. Remain under medical treatment until cured
Rubella (German or 3-day Measles)	14-21 days; usually 18	Mild fever; headache; sore throat; symptoms similar to a cold; rose rash; (conjunctivitis) inflamed eyelids and eyes	Contact with someone who has rubella; droplets from nose and throat, especially before rash appears	About 1 week before and 4 days after onset of rash	Contact doctor and follow instructions
Scabies	3-4 days or longer	Severe itching and scratching; mite burrowed under skin between fingers, bends of body, and in folds of skin; small lesions like pinholes in a line	Direct contact with infected person or clothing items of person, particularly undergarments and soiled bedclothes	Until mites and eggs are destroyed by medical treatment	Apply prescribed medical treatment. Confine until symptoms are no longer present
Sore Throat	2-5 days	Scratchy throat, sore, swallowing difficult; may have fever	Upper respiratory discharges from infected persons	As long as fever (if present) persists	Consult doctor or nurse

INFORMATION SHEET

Disease	Incubation Period	Symptoms	Source of Contact	Period of Communicability	What To Do
Streptococcal Infections (Including Scarlet Fever and Strep Throat)	1-3 days	Sudden infection; nausea; vomiting; headache; fever, sore throat; glands of neck swollen; rash within 24 hours with fine, "grainy" touch—neck, chest, folds of elbow, and groin	Contact with case of carrier of disease; discharge from nose and throat; may be spread through mild and unrecognized case	During clinical illness; 7 to 10 days or until nasal, eye, and throat discharge ceases	Confine until symptoms disappear, but at least 7 days. Penicillin is normally used for treatment
Tuberculosis	4-6 weeks; variable 6-12 weeks	Listlessness; poor appetite; weight loss; low fever; identified by skin test	Droplets from coughing or sneezing of persons with disease during infectious stage	As long as infectious organisms are being discharged--coughing sneezing, singing, etc.	If noninfectious and with medically approved conditions, child may attend school; otherwise, follow medical advise
Whooping Cough	Within 10 days, not exceeding 21 days	Low fever; cough gradually becomes acute usually in 1 to 2 weeks, lasting 1-2 months. Series of coughs which limit inhalation, ending with whoop	Contact with case; discharge of nose and throat; articles freshly soiled with discharge	7 days after exposure to 3 weeks after onset of typical sudden coughing attack	(Immunize before age 5.) Confine for at least least 21 days after beginning of whoop; follow medical advice

INFORMATION SHEET

VII. Factors to consider in caring for a sick child (Assignment Sheet #1; Job Sheet #1)

(NOTE: Hopefully, it will seldom be a caregiver's responsibility to care for a sick child at a care center; however, it is necessary if parents or guardians cannot be contacted.)

A. Isolate child from other children

B. Give medication to child only if doctor prescribes and if parents have signed a release form

C. Give or withhold food or liquids, depending on nature of illness

EXAMPLES: Liquids, sweetened weak tea or cracked ice should be given to a child who is ill and has a fever; no food or liquids should be given to a child who has diarrhea or is vomiting

D. Assist in toileting

(NOTE: A child who has diarrhea or who is constipated may need special help in toileting.)

E. Take child's temperature

(NOTE: Temperature may be taken using one of four methods. Temperature is usually taken by mouth when the child is three or four years old. For a younger child or one who is very sick, temperature may be taken rectally or axillary [under the armpit]. Temperature may also be taken using temperature indicator strips; however, they do not give a precise temperature reading.)

F. Keep the sick child occupied

EXAMPLES: Provide favorite animal or blanket only if washable; provide crayons and paper

(NOTE: Simple activities are best for sick children since their levels of energy, motivation, and strength are lower than usual.)

VIII. Reasons knowledge of and training in first aid is important

A. May mean the difference between life and death

B. May mean the difference between temporary and permanent injuries

C. Trains one in what to do and what not to do in an emergency

D. Accidents are the number-one cause of death

INFORMATION SHEET

E. There may not be time to wait for professional medical help after the accident

F. Safety needs to be promoted in the center

EXAMPLE: Carry out safety awareness activities with children

IX. Actions to take when giving first aid (Job Sheet #7)

A. Observe overall emergency

(NOTE: Find out exactly what happened as quickly as possible to prepare for examining the victim and assessing priority of actions.)

B. Check breathing

(NOTE: Check by laying your hand on victim's chest and holding your ear to victim's nose and mouth.)

C. Check pulse or heartbeat

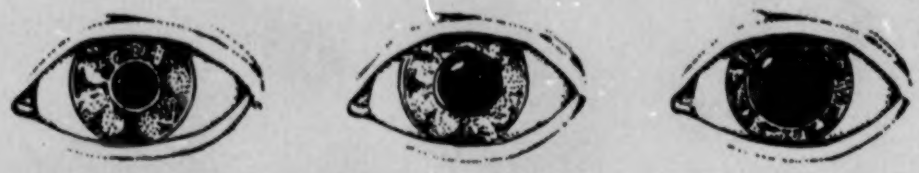
(NOTE: Radial pulse [on the wrist] may be reduced, so check the carotid pulse in the neck or the femoral pulse in the groin.)

D. Observe pupil reactions of the eyes

(NOTE: Pupils may be constricted or dilated; see Figure 1.)

EXAMPLES:

FIGURE 1



Constricted Normal Dilated

INFORMATION SHEET

E. Check alertness level, if victim is conscious, by asking questions about physical status

F. Begin definite first aid treatment for symptoms

(NOTE: If you are not sure of symptoms and/or cause of emergency, keep victim quiet, warm, and do not give anything to drink or eat.)

X. Descriptions of types of wounds (Job Sheets #2, #5, and #6)

A. Abrasion--Scraping away of a portion of skin or mucous membrane as a result of injury or by mechanical means; bleeding is slight and usually oozes slowly, with the only danger being infection (Figure 2)

EXAMPLE:

FIGURE 2

B. Incision--Occurs when body tissue is cut by a sharp object; bleeding may be rapid and heavy; deep cuts may damage muscles, tendons, and nerves (Figure 3)

EXAMPLE:

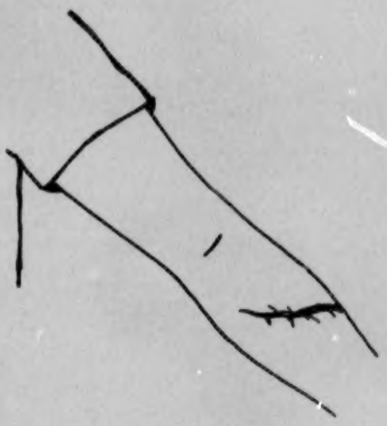
FIGURE 3

INFORMATION SHEET

C. Laceration--Displays jagged, irregular, or blunt breaking or tearing of the soft tissues; usually caused when great force is exerted against the body; bleeding may be rapid and extensive; destruction of tissue is greater than in a cut (Figure 4)

EXAMPLE:

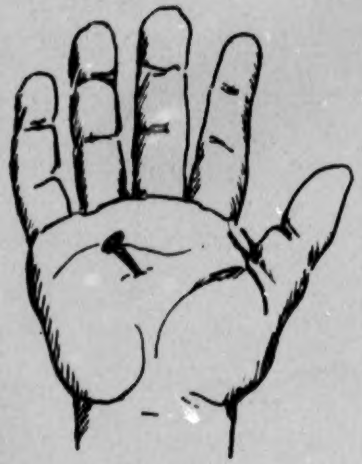
FIGURE 4



D. Puncture--Produced by an object piercing skin layers, creating a small hole in the tissues; external bleeding limited; occurrence of infection is increased due to limited external bleeding; tetanus may develop (Figure 5)

EXAMPLE:

FIGURE 5

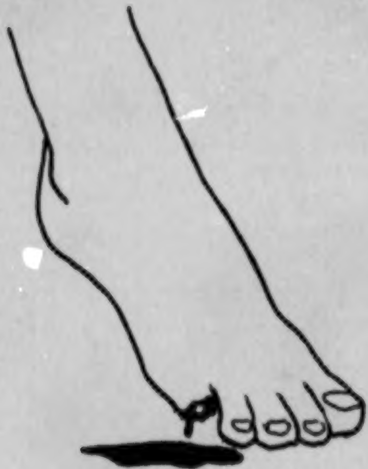


INFORMATION SHEET

E. Avulsion--Results when tissue is forcibly separated or torn from victim's body; rapid bleeding is present (Figure 6)

EXAMPLE:

FIGURE 6



XI. Care given to a victim with a bite or sting wound

(NOTE: A bite from a human or animal can be extremely dangerous because of the many types of bacteria in the mouth; a bite can even result in gangrene or rabies. Insect bites or stings can cause severe allergic reactions or tissue damage.)

A. Animal/human bites

(NOTE: If a dog, cat, or other animal is responsible, it should be identified and held for observation for disease.)

1. Wash wound thoroughly with soap and water
2. Flush bitten area with running water
3. Apply a dressing
4. Notify parent or guardian of injury
5. Treat as needed

INFORMATION SHEET

B. Insect bites and stings

1. Apply cold moist compress
2. Check for severe reactions, such as difficulty in breathing, nausea, vomiting, abdominal pain, or possible convulsions

   (CAUTION: SEEK MEDICAL ATTENTION IMMEDIATELY IF ANY OF THESE SYMPTOMS APPEAR.)

3. Notify parent or guardian of condition

C. Snake bites

(NOTE: Attempt to identify type of snake to determine appropriate care.)

1. Keep victim quiet
2. Immobilize the arm or leg in a position below the level of the heart

   (NOTE: This measure will slow the flow of venom into the main bloodstream.)

3. Apply constricting band 2-4 inches above bite if located on arm or leg

   (CAUTION: DO NOT APPLY BAND TOO TIGHTLY. IT SHOULD BE LOOSE ENOUGH FOR YOU TO SLIP INDEX FINGER UNDER BAND.)

4. Observe for slow oozing from wound
5. Wash the wound with soap and water and blot dry if possible
6. Apply clean or sterile cloth and secure in place

   (NOTE: You may apply a cold wet cloth if available but do not pack wound in ice.)

7. Observe for shock symptoms
8. Transport victim to medical facility as quickly as possible for further treatment

   (NOTE: If snake was identified as poisonous, give this information in advance to hospital or doctor so that anti-venom can be obtained.)

9. Contact parent or guardian

INFORMATION SHEET

XII. Factors to consider when treating an eye injury (Job Sheets #3 and #4)

(NOTE: Extreme care should be taken in treating injuries of the eye. The eye is very sensitive and can easily be damaged further if the correct method of treatment is not carried out.)

A. Do not let the victim rub the eye

B. Do not attempt to remove a foreign object by using any sharp object

C. Keep victim flat on back if injury is caused by a penetrating object or a severe blow

D. Cover eye with a clean dressing if foreign object is lodged in eye and cannot be removed easily by flushing with water or by using a clean cloth

(NOTE: Flushing of eye should be done with extreme care to avoid further injury, infection, or contamination of the other eye. Flush from inner corner to outside, letting fluid flow to side of face. Transport patient to eye specialist when possible.)

XIII. Steps to take when head injury occurs

A. Scalp injury

(NOTE: Scalp wounds, even if small, tend to bleed profusely. Examine carefully any wound covered by thick hair, as it could hide a severe injury.)

1. Evaluate wound

   (NOTE: Treatment will depend on the location and the amount of tissue involved.)

2. Check for any contaminate

   EXAMPLES: Dirt, glass, hair

3. Do not attempt to clean a large, deep wound as this might cause more serious bleeding

4. Place a sterile or very clean dressing or compress on wound

5. Check to see if bleeding has slowed or stopped

   (CAUTION: DO NOT REMOVE FIRST DRESSING AS THIS COULD DISTURB THE BLOOD CLOTTING PROCESS.)

6. Apply additional dressings if bleeding continues

7. Notify parent or guardian of injury

8. Seek medical attention for further treatment if needed

INFORMATION SHEET

B. Bruise

(NOTE: A blow to the head caused by trauma may cause swelling, bleeding under the skin, and bruising.)

1. Evaluate injury

   (NOTE: A severe blow may cause partial or complete unconsciousness. Seek medical help immediately if victim does not respond.)

2. Check pupil reaction in both eyes
3. Keep victim quiet and lying down
4. Place cold cloth over bruised area

   (NOTE: Do not apply ice directly to bruised tissue.)

5. Do not give any liquids if serious injury is suspected

   EXAMPLE: Brain damage

   (NOTE: Symptoms indicating brain damage include loss of consciousness, speech disturbance, convulsions, bleeding from nose, ear canal, or mouth, or pupils unequal in size.)

6. Notify parent or guardian of injury
7. Treat as needed

XIV. Types of treatment for poison ingestion

A. Strong acid--Neutralize substance with a dose of milk of magnesia and a glass of diluting fluid, such as milk or water; do not induce vomiting

(NOTE: Vomiting is not induced as a strong acid or alkaki could cause further burns in respiratory and gastric tracts; vomiting a petroleum product can also cause pneumonia. If victim has burns around the lips and mouth, if you can smell a characteristic odor on the breath, such as gasoline, or if the victim is having convulsions, do not induce vomiting.)

B. Noncorrosive substance--Give appropriate antidote; induce vomiting by a variety of methods

EXAMPLES: Give large amounts of water, milk, egg whites, olive oil, soapy water, or common over-the-counter emetics

(NOTE: The best possible treatment is to take victim to the nearest emergency center. In the meantime, gather all needed information you have to take with victim. If victim vomits, be sure to save some of the emesis that might need to be analyzed. There are many agencies that can give you aid if you call them. The police department, fire department, the local hospital, and poison control centers will provide you with immediate information about antidotes to give and steps to take to give other first aid treatment.)

INFORMATION SHEET

XV. Factors to consider in treatment of shock

(NOTE: Shock may be caused from the loss of any body fluid resulting from prolonged conditions, severe injuries, infection, heart attack or stroke, poisoning from different sources, or the lack of oxygen. Shock may also be caused by metabolic disorders, such as diabetes.)

A. Keep victim lying down

B. Maintain adequate supply of oxygen (O_2)

C. Cover only enough to keep victim from losing body heat and to stabilize blood circulation

D. Use good judgment in giving fluids; consider the victim's condition and the cause of shock

(NOTE: Give only a few sips at a time. If there is a danger of aspiration or vomiting, do not give any fluids.)

E. Get medical help as soon as possible

XVI. Major causes of poisoning

(NOTE: Small children are the most frequent victims of poisoning because they tend to put everything in their mouths.)

A. Medicines left within reach of children

(NOTE: Medicine should never be referred to as candy or left within reach of a child.)

B. Poisonous substances taken from original labeled containers and put into common household containers

C. Improper use of poisonous spray substances

D. Drug overdoses

E. Combination of drugs and alcohol

(NOTE: Poisoning may occur through mouth, skin absorption, inhalation, or injection. The most important consideration when treating a victim of poisoning is locating the container and finding out what type of substance was taken. If victim is unconscious and container is missing, observe victim for symptoms to determine type of agent.)

INFORMATION SHEET

XVII. First aid steps given for contact poisoning

(NOTE: Many chemicals and plants have poisonous substances that can cause injury, illness, and even death if victim is not treated.)

A. Remove all contaminated clothing and flush all exposed areas thoroughly with soap and water

B. Find source of irritation to determine what type of treatment is needed

(NOTE: Seek medical attention as soon as possible if severe rash occurs.)

C. Seek medical attention immediately if respiratory symptoms, such as difficulty in breathing or wheezing, occur

(NOTE: Many persons with allergies are very sensitive to poison ivy, poison oak, and poison sumac and become ill very quickly; symptoms may include itching, redness, a rash, headache, or fever.)

XVIII. Causes of respiratory failure (Job Sheet #7)

A. Obstruction by foreign object

(NOTE: Partial or complete blockage of the respiratory tract can be caused by a foreign object lodged in any part of the tract.)

B. Atmospheric imbalance

(NOTE: Air that is depleted of oxygen or contains toxic gases can cause respiratory arrest.)

C. Respiratory tract disorders

EXAMPLES: Asthma; diphtheria; croup

D. Allergic reactions

EXAMPLES: Reactions to drugs, chemicals, or foods

XIX. Symptoms of degrees of burns

A. First degree burns

(NOTE: First degree burns usually result from overexposure to the sun, light contact with hot objects, or contact with hot water or scalding steam.)

1. Redness or discoloration
2. Mild swelling and pain
3. Rapid healing

INFORMATION SHEET

B. Second degree burns

(NOTE: Second degree burns result from contact with hot liquids or a deep sunburn.)

1. Blistering
2. Pain greater than first degree
3. Damage extending into the first layer of tissue
4. Mottled or red areas
5. Considerable swelling
6. Wet appearance of burned area due to loss of plasma

C. Third degree burns

(NOTE: These can be caused by flame, ignited clothing, contact with not objects, immersion in hot water, or electricity.)

1. Charred or a white appearance
2. Deep tissue destruction
3. Less pain due to nervous tissue destruction

XX. Treatments for first, second, and third degree burns

(NOTE: When assessing burns, it is wise to look at the percentage of the body burned and the areas injured, to determine treatment.)

A. First degree--Apply cold water or submerge burned area in cold water; apply a dry dressing if necessary

B. Second degree--Submerge the part in cold, but not icy, water until pain subsides; blot dry gently and apply dry sterile dressings; DO NOT break blisters and DO NOT use any antiseptic ointments, sprays, or home remedies on burned area

C. Third degree--Cover burns with thick sterile dressings, but do not immerse in water; do not remove any tissue or burned clothing; transport victim to hospital as quickly as possible

INFORMATION SHEET

XXI. Types of seizures

(NOTE: After a grand mal seizure, victim should be allowed to sleep. Many types of seizures can be controlled with anticonvulsant drugs, such as Dilantin.)

A. Grand mal--Often preceded by a sensation called an *aura*; victim becomes unconscious; muscle spasms occur; salivation increases; coma-like state occurs

(NOTE: Victim needs to be protected from external environment; clothing needs to be loosened; and obstacles that might injure victim need to be removed. If respiratory failure occurs, artificial respiration should be given. Do not place anything in victim's mouth.)

B. Petit mal--Seizure activity consists of periods of momentary unconsciousness; eyes will stare, then blink; usually lasts only a few seconds each time

C. Jacksonian--Seizure activity is limited to one side of the body or various groups of muscles

XXII. Care to give for teething and toothaches

A. Teething

1. Apply anesthetic to gums only when provided and approved by parent

(NOTE: This numbs the gum area.)

2. Allow child to chew on ice

B. Toothache

(NOTE: This procedure is only temporary and should only be used until help can be given by a dentist.)

1. Give aspirin, if parents have provided and given their written consent

2. Place small cotton ball, soaked with anesthetic, to gum area or inside lost filling or cavity

(NOTE: This will temporarily numb the tooth's nerve.)

HEALTH AND FIRST AID
UNIT I

ASSIGNMENT SHEET #1--READ FAHRENHEIT THERMOMETER

NAME ______________________________ SCORE ______________

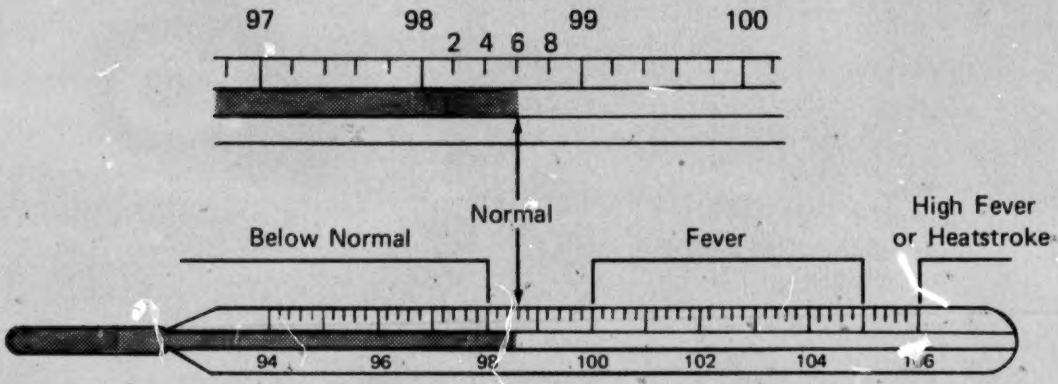
PART I

Procedure for reading Fahrenheit thermometers:

A. Hold thermometer at eye level. Rotate thermometer until you can clearly see column of mercury.

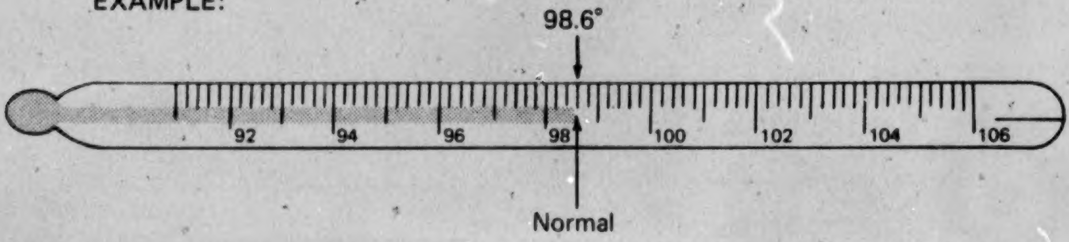
B. Observe markings, called *calibrations*, on the scale at the upper side of the column of mercury. Remember that each of the long lines represents a full degree and the shorter lines represent 2/10 (0.2) of a degree. Only even-numbered degrees are labeled on a Fahrenheit clinical thermometer, that is 96°, 98°, 100°, and so on.

EXAMPLE:


97
98
99
100
2 4 6 8
Normal
Below Normal
Fever
High Fever or Heatstroke
94
96
98
100
102
104
106

C. If mercury stops at one of the short lines, look to see which long line is immediately to the left--this will tell you the degree of temperature

EXAMPLE:

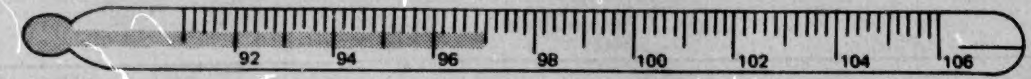

98.6°
92
94
96
98
100
102
104
106
Normal

ASSIGNMENT SHEET #1

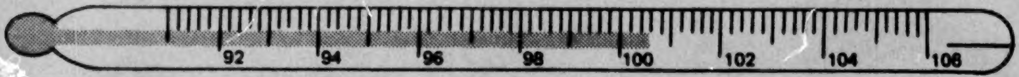
PART II

A. Write these thermometer readings in the blanks.

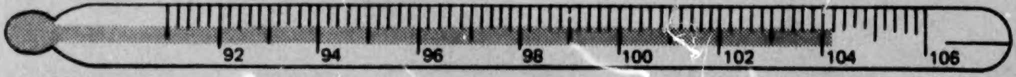
1. ____________________________________


92
94
96
98
100
102
104
106

2. ____________________________________

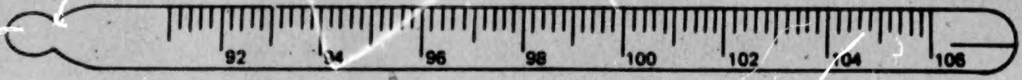

92
94
96
98
100
102
104
106

3. ____________________________________

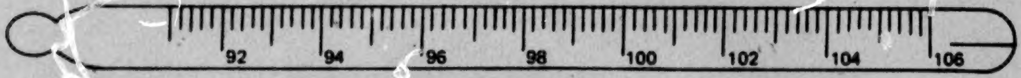

92
94
96
98
100
102
104
106

B. Mark the temperature readings on each of the following thermometers. Fill in the column of mercury as it would be seen on a real thermometer.

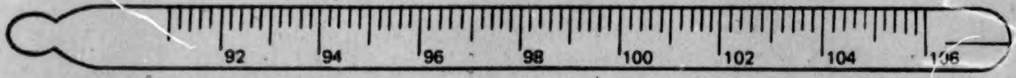
1. 98.6°F


92
94
96
98
100
102
104
106

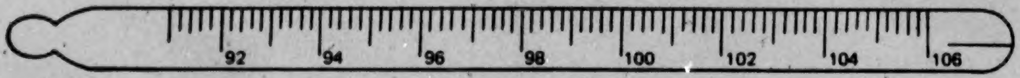
2. 99.2°F


92
94
96
98
100
102
104
106

3. 101.8°F


92
94
96
98
100
102
104
106

4. 103°F


92
94
96
98
100
102
104
106

HEALTH AND FIRST AID
UNIT I

ANSWERS TO ASSIGNMENT SHEET

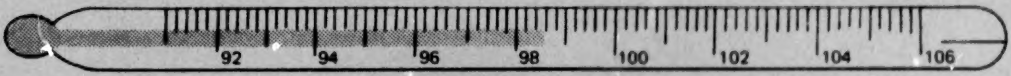
Assignment Sheet #1

A. 1. 97°F

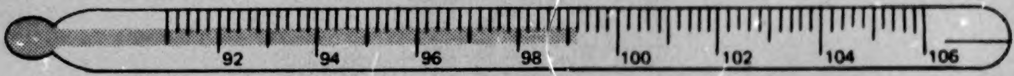
2. 100.6°F

3. 104.2°F

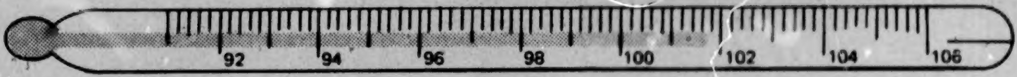
B. 1. 98.6°F


92
94
96
98
100
102
104
106

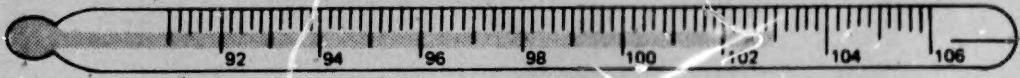
2. 99.2°F


92
94
96
98
100
102
104
106

3. 101.8°F


92
94
96
98
100
102
104
106

4. 103°F


92
94
96
98
100
102
104
106

HEALTH AND FIRST AID
UNIT I

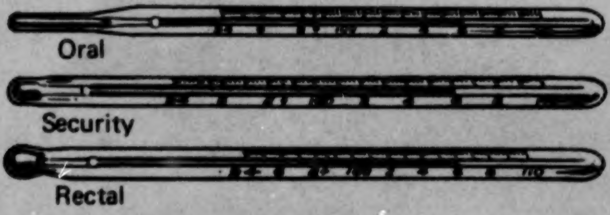
JOB SHEET #1–TAKE TEMPERATURES

I. Equipment

A. Mercury-type thermometer or electronic thermometer with plastic sheath holder (Figure 7)

(NOTE: Select the type of thermometer needed after deciding at what site temperature will be taken--oral, axillary, or rectal. Oral or rectal are the most accurate.)

FIGURE 7



B. Temperature indicator strips

C. Clean tissue

D. Lubricant, if temperature is taken rectally

E. Paper and pen

II. Procedure for taking oral temperature

A. Wash hands

B. Obtain equipment

C. Explain procedure

(NOTE: Do not take temperature if child has recently taken hot or cold food or drink.)

D. Remove thermometer from container, holding near end opposite the mercury bulb; shake mercury down to 94°F or below

E. Place mercury bulb under child's tongue; tell child to keep lips closed without biting thermometer; leave in place for three minutes

JOB SHEET #1

F. Remove and wipe thermometer with tissue from stem to bulb and discard tissue

G. Read thermometer and record on paper

(NOTE: Normal temperature is 98.6°F. A temperature of 101°F or above requires treatment or medication.)

H. Recheck temperature if necessary

I. Shake mercury down in thermometer

J. Clean thermometer using antiseptic

(NOTE: Clean using a twisting motion starting from the top and working downward.)

K. Replace equipment as needed

L. Wash hands

6

(NOTE: When using an electronic thermometer, follow manufacturer's instructions; see Figure 8.)

FIGURE 8

III. Procedure for taking rectal temperature

(NOTE: Rectal temperatures will usually be used for young children.)

A. Wash hands

B. Gather equipment

C. Explain procedure

JOB SHEET #1

D. Provide privacy

E. Place child on abdomen with face to side unless physical condition makes this inadvisable

F. Expose rectal area

G. Raise upper buttock so anus is seen clearly and insert lubricated bulb gently into rectum about 1/2"-1"

H. HOLD thermometer in place for three to five minutes

(CAUTION: DO NOT leave child while rectal temperature is being taken. If child should move and the thermometer is not being held, it could slip inside or break and injure the rectum and require surgical removal.)

I. Remove thermometer, wipe with clean tissue from stem to bulb, and discard tissue

J. Read thermometer

(NOTE: Normal rectal temperature is 99.6°F. A temperature of 102°F and above requires treatment or medication.)

K. Wash hands

L. Record temperature on paper making sure you indicate that it was taken rectally

M. Cleanse thermometer using same technique as for oral thermometer

(NOTE: If electronic thermometer is used, follow manufacturer's instructions.)

IV. Procedure for taking axillary temperature

A. Obtain equipment

B. Explain procedure to child

C. Remove thermometer from container, holding near end opposite the mercury bulb; shake mercury down to 94°F or below

D. Expose child's arm by removing clothing

E. Dry axillary area by patting with tissues

F. Raise child's arm

JOB SHEET #1

G. Place bulb of the thermometer in axillary hollow

H. Return child's arm to his/her side while holding thermometer in place

I. Instruct child to hold arm in this position and assist as needed

(NOTE: It may be necessary to hold arm in place if child is small.)

J. Leave thermometer in place for ten minutes

K. Remove thermometer

L. Wipe with tissue, cleaning from stem to bulb

M. Read thermometer

(NOTE: Normal axillary temperature is 97.6°F. A temperature of 101°F and above requires treatment and medication.)

N. Record temperature, making sure to note it was taken axillary

O. Cleanse thermometer using same technique as for oral thermometer

V. Procedure for using temperature indicator strips

(NOTE: Follow manufacturer's instructions. There are various brands and types available.)

HEALTH AND FIRST AID
UNIT I

JOB SHEET #2--APPLY DRESSINGS AND BANDAGES

(NOTE: Treatment before dressings and bandages are applied differs according to the condition of the wound and your preference. The wound is cleaned very carefully with a soapy solution.)

I. Equipment

A. Dressings, gauze or cloth

(NOTE: Sterile dressings need to be used if possible; if not available, freshly-laundered cloths, such as handkerchiefs, towels, sheets, pillowcases, or napkins, may be used.)

B. Bandages

1. Gauze, usually found in rolls of ten yards and one, two, or three inches in width
2. Elastic in various widths and lengths
3. Triangular bandages, usually muslin to be used as slings or folded for absorbent pressure pads

   (NOTE: Bandages can be held in place with adhesive tape, paper tape, safety pins, or clips. Gauze and muslin bandages can be split and tied.)

4. Roller bandage, a long strip of material 1/2"-6" wide and rolled tightly
5. Tubular dressings, applied with a device threaded with gauze that can be applied to areas with varying circumferences, that fit neatly and with the right amount of tension

C. Adhesive strips

(NOTE: Adhesive strips can be obtained in most any size. They are a good wound cover as they are sterile, have nonstick gauze pads, and an adhesive strip to secure the covering. Many of the adhesive strips are medicated with an antibacterial substance.)

D. Butterfly bandages

(NOTE: These are strips of adhesive with a narrow section of non-stick pads and are used to close wounds that do not need to be sutured but need to be supported until healing takes place. They may be manufactured or made from adhesive strips.)

JOB SHEET #2

II. Procedure

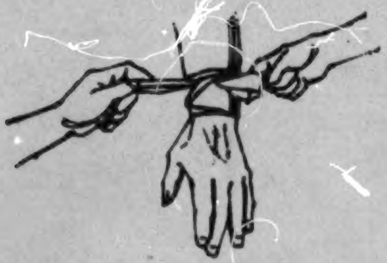
(NOTE: A bandage should be snug over a dressing but not tight enough to interfere with circulation. Be sure to watch for swelling, changes of color and coldness of tips of fingers or toes, and listen for complaints of numbness or tingling.)

A. Circular bandage

(NOTE: Gauze, cloth, or elastic wrap may be used to secure dressing.)

1. Position dressing and anchor the bandage
2. Wrap the area by encircling each layer on top of the next
3. Secure by tape, pins, clips, or splitting and tying a knot (Figure 9)

FIGURE 9

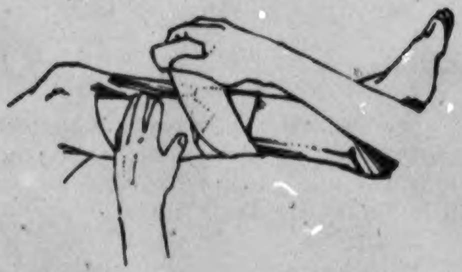


B. Spiral bandage

(NOTE: Gauze, cloth, or elastic wrap may be used to secure dressing.)

1. Anchor bandage over dressing (Figure 10)

FIGURE 10

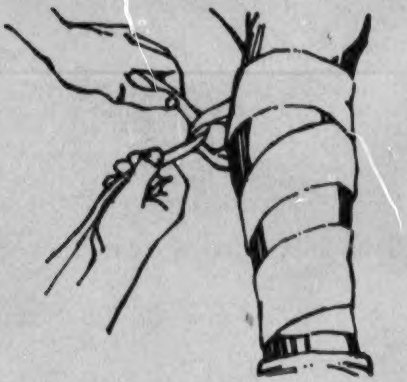


2. Make spiral turns of the bandage, moving around the limb until dressing is covered

JOB SHEET #2

3. Secure the bandage by tying it off if possible--this makes it more supportive than tape or clips; if using an elastic wrap, clips can be used effectively (Figure 11)

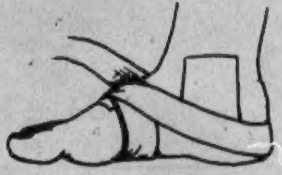
FIGURE 11



C. Figure-eight bandage for ankle

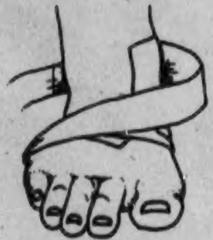
1. Position end of the bandage under the instep of the foot and make two or three additional turns around the foot (Figure 12)

FIGURE 12



2. Bring the bandage up, across the foot, then around the ankle, downward across the front of the foot, and across under the arch (Figure 13)

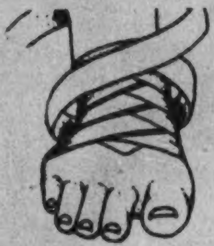
FIGURE 13



JOB SHEET #2

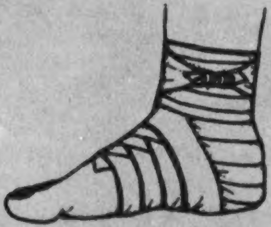
3. Make several figure-eight turns, each turn overlapping the previous one by about two-thirds the width of the bandage; to give more support, give two occasional turns around the ankle (Figure 14)

FIGURE 14



4. Tie off ends or use clips with elastic bandage (Figure 15)

FIGURE 15



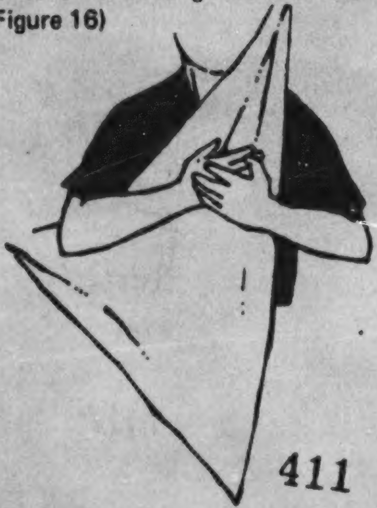
(NOTE: This type of bandage is effective for ankles and wrists. It is quite supportive to the injured limb.)

D. Triangular sling

(NOTE: Triangular cloth needs to be approximately 55" across the base and from 30" to 40" along the sides. These can be bought from a manufacturer or can be homemade from towels or sheets.)

1. Place one end of the triangular cloth over the uninjured shoulder and let the other end hang down in front of the chest, parallel to the body (Figure 16)

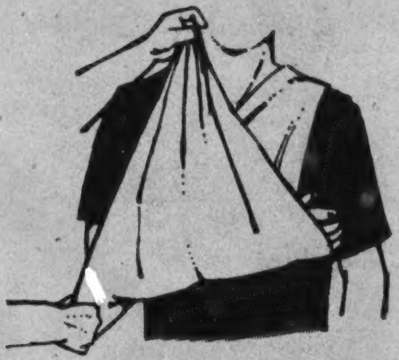
FIGURE 16



JOB SHEET #2

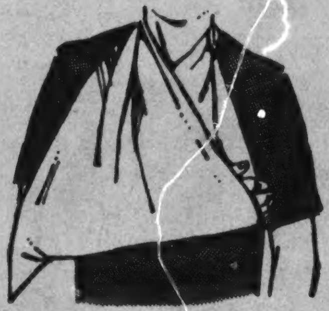
2. Put pointed end behind the elbow of injured arm (Figure 17)

FIGURE 17



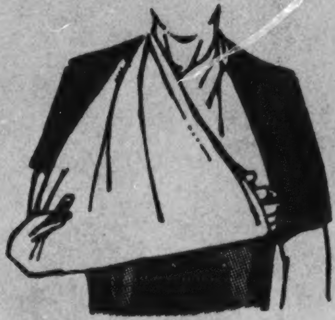
3. Pull the second end of the bandage up over the shoulder and tie the two ends together at the side of the neck; do not tie over the spine (Figure 18)

FIGURE 18



4. Carry point of cloth forward and pin it to the front of the sling (Figure 19)

FIGURE 19

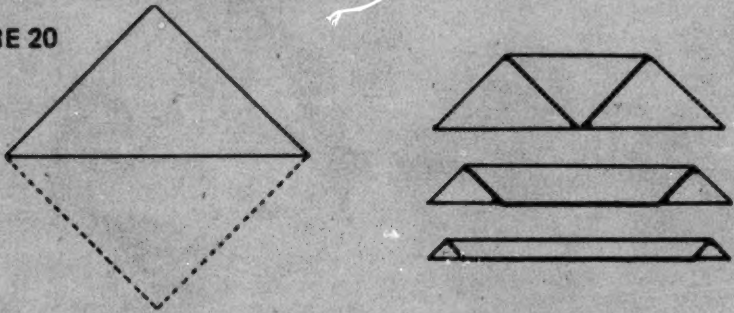


JOB SHEET #2

E. Triangular bandage folded as cravat

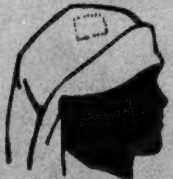
1. Fold triangular bandage (Figure 20)

FIGURE 20



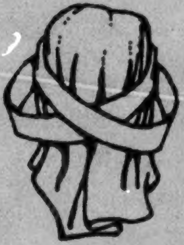
(NOTE: For scalp and forehead injuries, leave the point hanging down the victim's back; see Figure 21.)

FIGURE 21



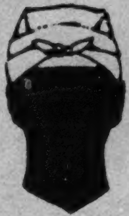
2. Carry the two ends around the head above the ears and cross them just below the bump at the back of the head (Figure 22)

FIGURE 22



3. Carry the ends securely to the front of the head and tie over the forehead (Figure 23)

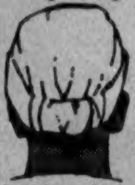
FIGURE 23



JOB SHEET #2

4. Pick up the point of the bandage at the back of the head and tuck it securely into the bandage (Figure 24)

FIGURE 24



(NOTE: The triangular bandage can be folded to fit many different areas and can be secured quite firmly; see Figures 25, 26, 27, and 28.)

FIGURE 25

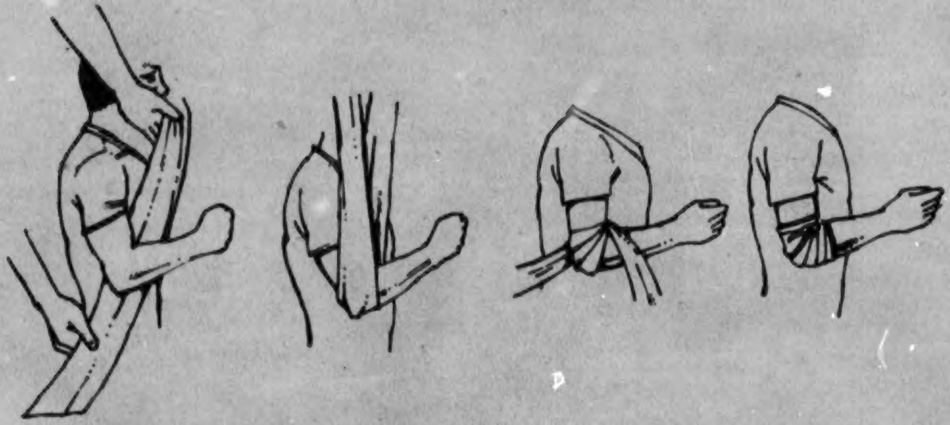


FIGURE 26

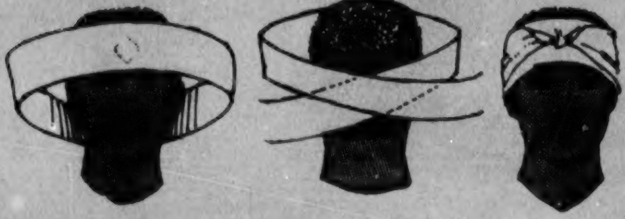


FIGURE 27

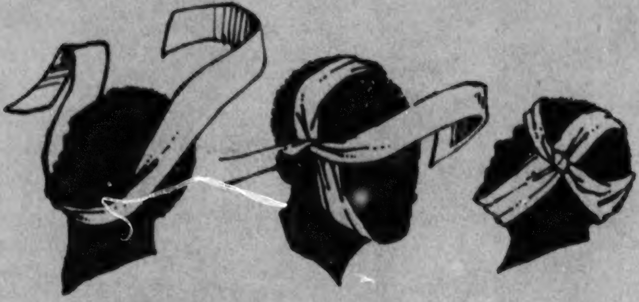
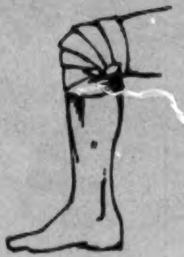


FIGURE 28



HEALTH AND FIRST AID
UNIT I

JOB SHEET #3--EXAMINE EYES

(NOTE: When eyes are examined in an emergency situation you must act quickly but use gentle and calm procedures. Foreign bodies in the eye are a major cause for treatment but you may be dealing with other conditions and need to use this method for examining the eyes.)

I. Equipment

  A. Cotton swabs

  B. Small flashlight

II. Procedure

  A. Wash hands

  B. Explain procedure to victim

  (NOTE: It is difficult for many persons to have their eyes examined and this may promote anxiety. Reassure them and tell them to relax as much as possible.)

  C. Seat victim in a well-lighted area facing you

  D. Evert the lower eyelid by gently pulling it down over the lower rim

  (CAUTION: Use very gentle pressure and do not use fingernails.)

  E. Have victim look up, down, right and left

  F. Examine the condition including color, tissue, and discharge

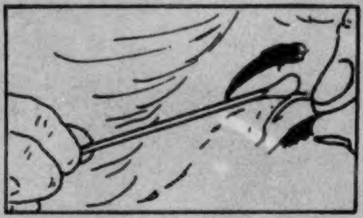
  G. Ask victim to look down

  H. Grasp upper eyelid and eyelashes

  I. Pull the lashes down and forward

  J. Place a cotton swab using other hand on top of the eyelid just above the fold (Figure 29)

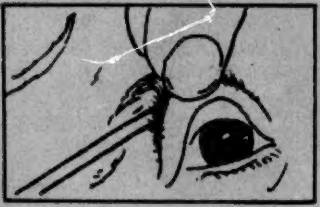
FIGURE 29



JOB SHEET #3

K. Roll the eyelid up over the swab and with one finger press the eyelashes against the upper rim (Figure 30)

FIGURE 30



L. Examine carefully

M. Have victim look up while you pull forward on eyelashes and gently let the eyelid close

N. Examine other eye

(NOTE: Depending on your findings, procede to appropriate treatment. If the condition requires irrigation as in a loose foreign object you may use the next job sheet.)

HEALTH AND FIRST AID
UNIT I

JOB SHEET #4--IRRIGATE EYES

I. Equipment

A. Bulb syringe or pitcher

B. Irrigation solution at room temperature

(NOTE: In a critical situation irrigation can be done with a water fountain, hose, or faucet.)

C. Basin

D. Towels

E. Gauze pads or cotton

II. Procedure

A. Wash hands

B. Identify victim and explain procedure

C. Position victim on affected side with towel draped around neck

(NOTE: This is done so that the contaminated fluid does not run from affected eye into good eye.)

D. Moisten one of the sterile gauze pads with water and clean any debris from eyelid if there is no foreign object in eye

(CAUTION: Always wipe from inner to outer side to prevent contamination. If you suspect a foreign object in eye do not press on eyelid as that may cause the object to imbed.)

E. Use thumb and index finger to open the eyelids

F. Hold bulb syringe or pitcher in the other hand gently direct a stream of fluid into the inner side of the eye

(CAUTION: Do not touch the tip of the syringe or pitcher to the eye.)

G. Save the piece of foreign object if this is what has caused the condition

H. Put sterile gauze pad gently over the eyelid and face

I. Record procedure; obtain physician to examine eye further if necessary

(NOTE: Flush the eye for at least 15 minutes, especially if condition is caused from a caustic substance.)

HEALTH AND FIRST AID
UNIT I

JOB SHEET #5--CONTROL BLEEDING BY DIRECT PRESSURE

(NOTE: A victim may suffer shock and loss of consciousness from loss of blood. Because it is possible to bleed to death in a very short period of time, bleeding should be brought under control as soon as possible.)

I. Equipment

  A. Dressings, sterile or as clean as possible

    EXAMPLES: Prepared gauze dressings; clean handkerchief; clean articles of clothing

  B. Bandages

    EXAMPLES: Rolls of prepared gauze in different widths and lengths; strips of clean clothing

  C. Soft cloth with small amount of ice

II. Procedure for controlling nosebleed

  A. Keep victim in a semi-erect position

    (NOTE: Head should be tilted slightly backward.)

  B. Loosen clothing around neck

  C. Caution victim not to blow nose

  D. Place an ice bag over the bridge of the nose

  E. Apply firm compression to the nasal septum with fingers

    (CAUTION: DO NOT PRESS TOO HARD AND CAUSE MORE DAMAGE.)

  F. Observe frequently to check for further bleeding

  G. Notify parent or guardian of condition and treat as needed

III. Procedure for treating cuts of the mouth

  A. Examine cut for amount of damage and location

  B. Apply a soft sterile or clean cloth to cut to stop bleeding

    (NOTE: If cut is inside mouth a cold cloth or cloth with small amount of ice can be applied to slow bleeding. If cut appears on outside of mouth and is deep or gaping open, close gently with cloth and hold edges together.)

JOB SHEET #5

C. Observe cut for further bleeding

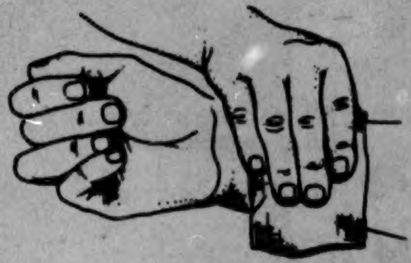
D. Notify parent or guardian of injury and treat as needed

IV. Procedure for controlling bleeding in other body parts

A. Apply dressing to area using firm pressure with hand (Figure 31)

(NOTE: In some cases the bare hand has to be used until suitable dressing or compress can be found.)

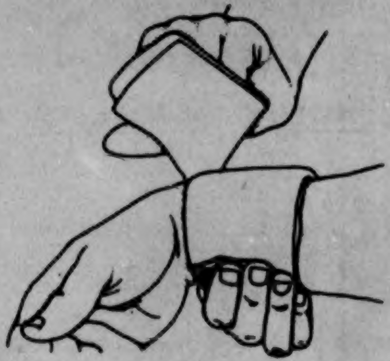
FIGURE 31



B. Check frequently to see if bleeding has stopped or has slowed (Figure 32)

(CAUTION: Do not disturb clots after they have formed. If blood soaks through cloth do not remove but add more layers of dressing.)

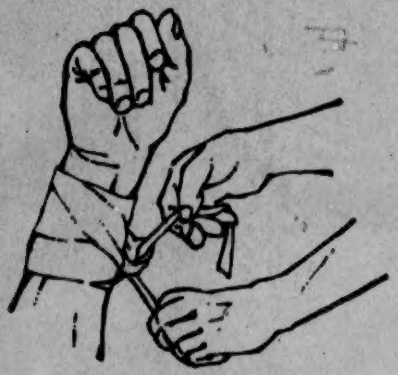
FIGURE 32



JOB SHEET #5

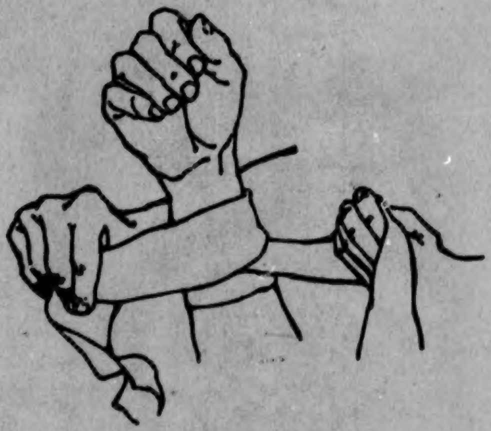
C. Apply a pressure bandage if bleeding is still active by holding the dressing in place with one hand, wrapping bandage directly over and around the injured area, and tying the knot over the wounded area (Figure 33)

FIGURE 33



(NOTE: Use firm motion but do not wrap too tightly or circulation will be impaired; see Figure 34.)

FIGURE 34



D. Elevate the limb, if possible, above the level of the child's heart

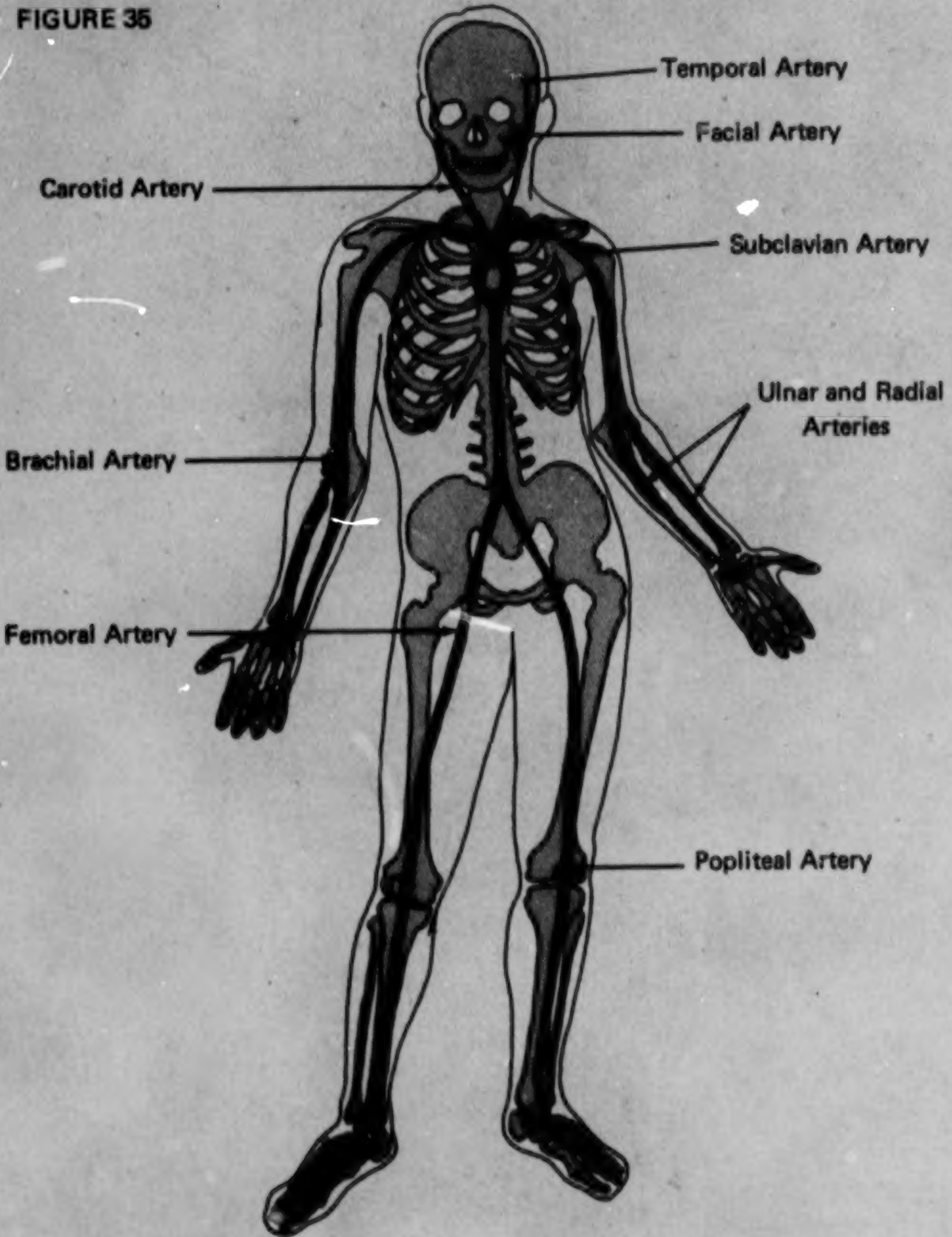
(NOTE: This can be done if no apparent fracture has occurred in that limb.)

JOB SHEET #5

E. Apply pressure on the main artery that supplies blood to the injured area if bleeding continues

(NOTE: Refer to Figure 35 for pressure points in control bleeding in various areas.)

FIGURE 35


Temporal Artery
Facial Artery
Carotid Artery
Subclavian Artery
Ulnar and Radial Arteries
Brachial Artery
Femoral Artery
Popliteal Artery

HEALTH AND FIRST AID
UNIT I

JOB SHEET #6–APPLY A SPLINT

(NOTE: Many splints are commercially made, but in emergency situations, many materials can be used to support injured area while victim is being transported. A new concept is the inflatable splint made of plastic material that is placed around injured area and filled with air to support limb.)

I. Equipment

  A. Blankets or towels

  B. Strips of cloth, towels, or sheets torn into strips

  C. Straight sticks or smooth pieces of wood

  D. Rolled-up newspapers or magazines

  E. Pillows

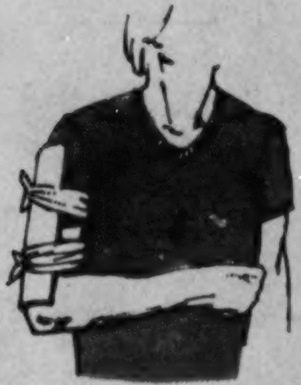
II. Procedure

(NOTE: When a fracture is suspected, do not try to move the victim or try to put bone fragments back into place. Do try to keep the victim in good body posture. Signs of fracture may be obvious deformities, swelling, discoloration, pain or tenderness to touch. If there is an open fracture, there will be obvious bone parts protruding. If in doubt about a fracture, assume there is one and treat with care.)

  A. Broken arms

    1. Place arm in as comfortable position as possible without trying to replace bone fragments (Figure 36)

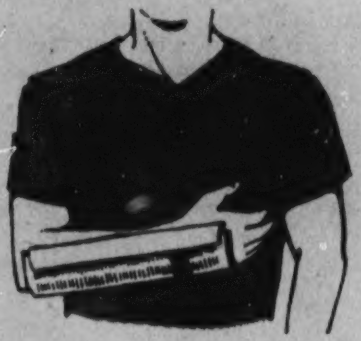
FIGURE 36



JOB SHEET #6

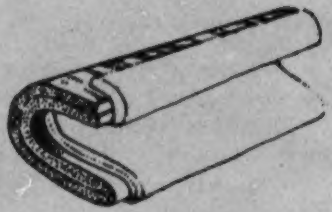
2. Support fracture area with cardboard, small board, or rolled-up newspapers (Figure 37)

FIGURE 37



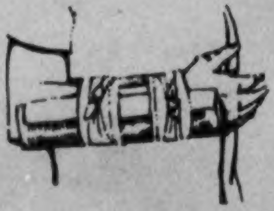
(NOTE: If possible, pad injured limb with soft clean cloth. See Figure 38.)

FIGURE 38



3. Secure with strips of cloth and tie double knots (Figure 39)

FIGURE 39



B. Broken legs

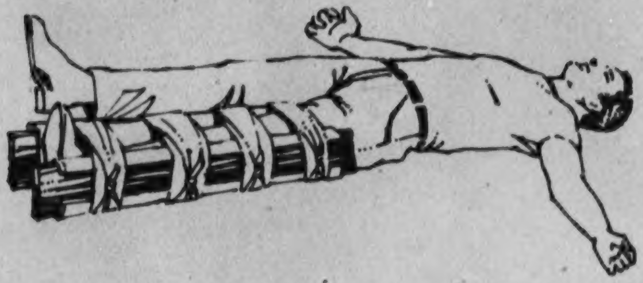
1. Place leg in a position as straight as possible

2. Use splints of wood or blanket roll to keep leg from moving, being sure not to constrict circulation

JOB SHEET #6

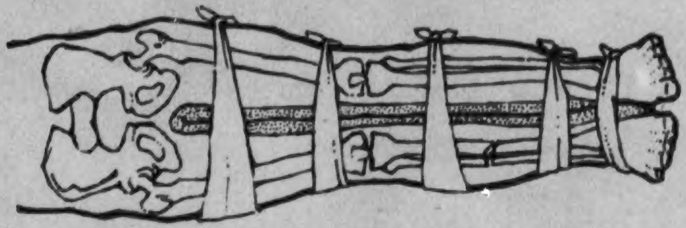
3. Secure the splint by wrapping strips of cloth around spiint and leg and tying a double knot (Figure 40)

FIGURE 40



4. Use the uninjured leg as a splint by padding between the legs with a soft cloth and securing it to the injured leg by strips of cloth tied with double knots (Figure 41)

FIGURE 41

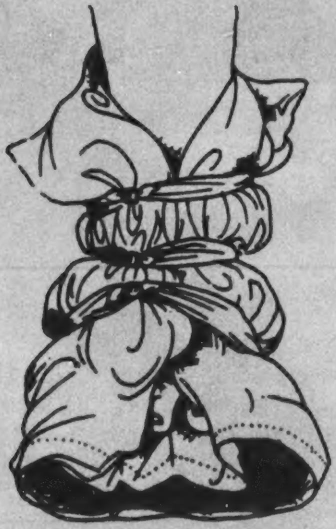


JOB SHEET #6

C. Broken ankle and foot

1. Remove shoe and sock if possible
2. Splint with a pillow or blanket and secure with strips of cloth (Figure 42)

FIGURE 42



3. Apply cold compresses over splint if swelling has occurred

D. Fractured back or neck

(CAUTION: Do not attempt to move victim or try to lift any body part until adequate help arrives. It is better to wait until qualified medical help with special equipment arrives.)

HEALTH AND FIRST AID
UNIT I

JOB SHEET #7--CLEAR OBSTRUCTED AIRWAY

(NOTE: Everyone should know how to clear an obstructed airway, using various techniques. An obstruction blocking the trachea can cause brain damage or even death from lack of oxygen in a matter of minutes.)

I. Materials

A. Self

B. Victim

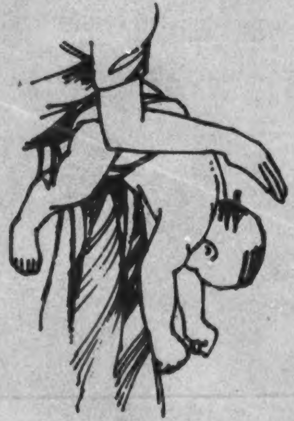
II. Procedure for clearing airway of infant or small toddler

(CAUTION: DO NOT ATTEMPT TO REACH OBJECT IN THROAT WITH FINGERS AS THIS MOVEMENT COULD FORCE THE OBSTRUCTION FURTHER INTO THE TRACHEA.)

A. Clear mouth of any foreign substance

B. Suspend child for a moment by the ankles or turn upside down over one arm (Figure 43)

FIGURE 43



C. Give two or three quick blows between the shoulder blades

D. Turn head to side in case vomiting occurs

III. Procedure for clearing airway of older child

(NOTE: Use good judgment in deciding what procedure to use in clearing airways.)

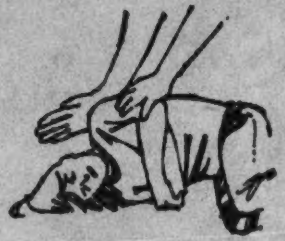
A. Clear mouth of foreign substance

B. Place child on side on firm surface

JOB SHEET #7

C. Administer quick blows between the shoulder blades to shake the material free (Figure 44)

FIGURE 44

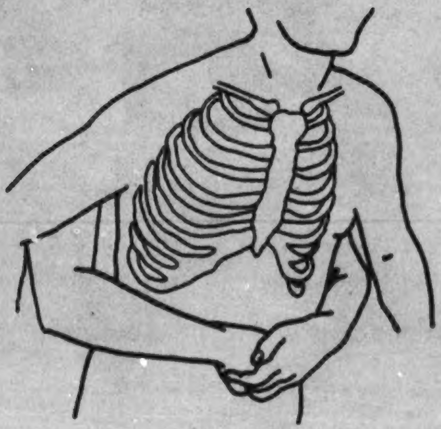


IV. Procedure for clearing airway of larger child or adult using the Heimlich technique

A. Standing

1. Ask victim if he/she can speak
2. Position yourself behind victim
3. Wrap arms around waist, making fist with one hand
4. Press thumb side against stomach, slightly above victim's navel (Figure 45)

FIGURE 45

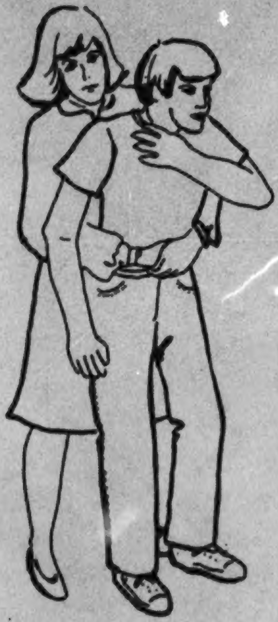


5. Grasp fist with other hand

JOB SHEET #7

6. Press rapidly and strongly into stomach in an upward thrust, forcing diaphragm upward to expel object (Figure 46)

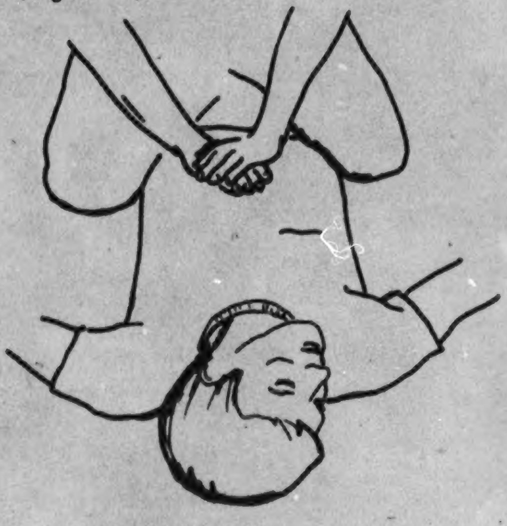
FIGURE 46



B. Lying down

1. Place victim on back, face up
2. Position yourself in stride above victim's hips
3. Place one hand on top of the other in middle of stomach slightly above navel (Figure 47)

FIGURE 47

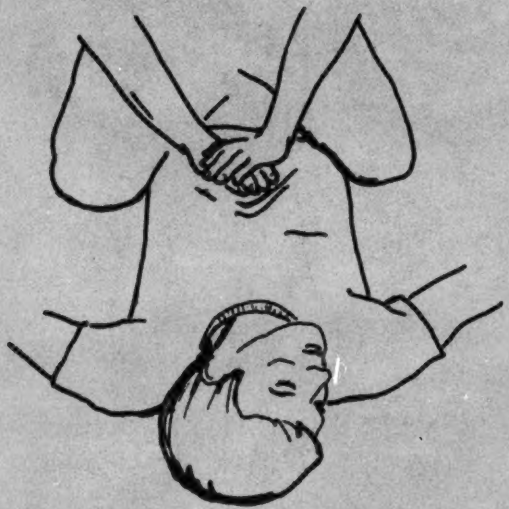


JOB SHEET #7

4. Press stomach with sudden upward thrust (Figure 48)

   (NOTE: If possible, another person should assist in removing object. If another person is not available, use fingers to pull object out.)

FIGURE 48



5. Turn victim on side immediately if he/she vomits
6. Wipe victim's mouth
7. Give mouth-to-mouth resuscitation if needed

   (NOTE: Call emergency medical service.)

HEALTH AND FIRST AID
UNIT I

TEST

NAME ______________________________ SCORE ______________

1. Match terms associated with health and first aid to the correct definitions. Write the correct numbers in the blanks. (Definitions are continued on the next page.)

_____ a. Interval between exposure to infection and the appearance of first symptom

_____ b. Treatment with a medicinal substance

_____ c. Sensation that may precede an epileptic seizure by several hours or only by a few minutes; warns victims of attack

_____ d. State of complete physical, mental, and social well-being; not merely the absence of disease

_____ e. Condition resulting from lack of circulation of blood and oxygen; characterized by marked decrease in blood pressure, rapid pulse, and decreased kidney function

_____ f. Agent that induces vomiting

_____ g. Protective covering placed over wound

_____ h. Abnormal discharge of blood; external symptom is obvious blood flow and internal symptom is shock

_____ i. Process by which a person acquires resistance to disease

_____ j. Any substance that interferes with normal physical functions when taken into the body orally, or when inhaled, injected, or absorbed through the skin

_____ k. Breaking of a bone

_____ l. Device that holds an injured part of the body in place when fracture is suspected

_____ m. Substance that neutralizes poisons and their effects

1. Health
2. Shock
3. Hemorrhage
4. Immunization
5. Emetic
6. Dressing
7. Fracture
8. Antidote
9. Medication
10. Splint
11. Poison
12. First aid
13. Incubation period
14. Convulsion
15. Aura
16. Malaise

TEST

_____n. Emergency care or treatment given to an ill or injured person before regular medical help can be obtained

_____o. Involuntary attack that causes the victim to lose consciousness

_____p. Discomfort, uneasiness, or indisposition

2. Describe a healthy child.

____

____

____

____

____

3. Describe an abused child.

a. Physical-- _______________________________________

____

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b. Emotional-- _______________________________________

____

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____

____

____

____

TEST

4. Select from the following list ways children's good health can be promoted. Write an "X" in the blanks before the correct answers.

_____a. Exercise

_____b. Rest/sleep

_____c. Snacks

_____d. Medication given as directed by doctor

_____e. Providing vitamins

_____f. Immunizations

5. Select from the following list diseases for which children need immunizations. Write an "X" in the blanks before the correct answers.

_____a. Measles

_____b. Colds

_____c. Ear infections

_____d. Whooping cough (pertussis)

_____e. Tetanus

_____f. Polio (infantile paralysis)

_____g. Diphtheria

TEST

6. Complete the following chart of communicable childhood diseases. Write the correct information in the blanks.

Disease	Incubation Period	Symptoms	Source of Contact	Period of Communicability	What To Do
Chicken Pox	a. ________	Slight fever, mild constitutional symptoms; rashlike, small blisters on body, chest, back 14-21 days after exposure	Contact with diseased case; droplets from nose and throat; or airborne spread of secretions of respiratory tract of infected person	As long as 5 days before the eruption of chickenpox; not more than 6 days after the first crop of blisters	Confine for 6 days following first symptoms; apply baking-soda-and-water paste; trim fingernails to prevent breaking blisters
Impetigo	4-10 days	Vesicular (blistering) and crusting skin lesions, commonly on the face and often on the hands	From skin lesions of infected persons; from carriers' nasal secretions	As long as sores contain pus and continue to drain	b. ________
Streptococcal Infections (Including Scarlet Fever and Strep Throat)	1-3 days	Sudden infection; nausea; vomiting; headache; fever; sore throat; glands of neck swollen; rash within 24 hours with fine, "grainy" touch--neck, chest, folds of elbow, and groin	Contact with case of carrier of disease; discharge from nose and throat; may be spread through mild and unrecognized case	c. ________	Confine until symptoms disappear, but at least 7 days; penicillin is normally used for treatment
Lice	Eggs hatch in 1 week; maturity in 2 weeks	Infestation of the scalp, hairy parts of the body, or of clothing, especially along the seams of inner surfaces, with adult lice, larvae, or nits (eggs). Crab lice usually infest the pubic area. They may infest the eyelashes	d. ________	While lice remain alive on the infected person and until eggs in hair and clothing have been destroyed	Follow doctor's orders

TEST

Disease	Incubation Period	Symptoms	Source of Contact	Period of Communicability	What To Do
e. ________	24-72 hours	White of eyes redden and are runny with matter; swollen eyelids; develops about 48 to 72 hours	Contact with items used by infected person--fingers, towels, handkerchiefs, etc.	During course of active infection	Remain away from others until recovered; apply prescribed medical treatment locally
Ringworm	10-14 days	f. ________	Direct contact with others who have the disease; contact with clothing and items of infected persons; lesions of animals	As long as lesions are present	Bathe thoroughly in soap and water; apply prescribed medicine; remain under medical treatment until cured

TEST

7. Select from the following list factors to consider in caring for a sick child. Write an "X in the blanks before the correct answers.

_____a. Allow other children to help comfort sick child

_____b. Give medication to sick child regardless of whether or not doctor has prescribed and release form has been signed by parents

_____c. Take child's temperature

_____d. Assist in toileting

8. Describe reasons knowledge of and training in first aid is important.

____

____

____

____

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____

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____

____

9. Arrange in order actions to take when giving first aid. Place a "1" before the first action, a "2" before the second action, and so on in the correct blanks.

_____a. Observe pupil reactions of the eyes

_____b. Check breathing

_____c. Begin definite first aid treatment for symptoms

_____d. Observe overall emergency

_____e. Check alertness level, if victim is conscious, by asking questions about physical status

_____f. Check pulse or heartbeat

TEST

10. Match types of wounds to the correct descriptions. Write the correct numbers in the blanks.

_____a. Results when tissue is forcibly separated or torn from victim's body; rapid bleeding is present

_____b. Displays jagged, irregular, or blunt breaking or tearing of the soft tissues; usually caused when great force is exerted against the body; bleeding may be rapid and extensive; destruction of tissue is greater than in a cut

_____c. Produced by an object piercing skin layers, creating a small hole in the tissues; external bleeding limited; occurrence of infection is increased due to limited external bleeding; tetanus may develop

_____d. Occurs when body tissue is cut by a sharp object; bleeding may be rapid and heavy; deep cuts may damage muscles, tendons, and nerves

_____e. Scraping away of a portion of skin or mucous membrane as a result of injury or by mechanical means; bleeding is slight and usually oozes slowly, with the only danger being infection

1. Laceration
2. Abrasion
3. Puncture
4. Incision
5. Avulsion

11. Describe care given to a victim with a bite or sting wound.

a. Animal/human bites--____

____

b. Insect bites and stings--____

____

12. Select from the following list factors to consider when treating an eye injury. Write an "X" in the blanks before the correct answers.

_____a. Rub eye to remove foreign object

_____b. Use tweezers to remove foreign object

_____c. Keep victim flat on back if injury is caused by penetrating object or a severe blow

_____d. Cover eye with a clean dressing if foreign object is lodged in eye and cannot be removed easily by flushing with water or by using a clean cloth

TEST

13. Arrange in order steps to take when head injury occurs. Place a "1" before the first step, a "2" before the second step, and so on in the correct blanks.

a. Scalp injury

_____1) Check to see if bleeding has slowed or stopped

_____2) Do not attempt to clean a large, deep wound as this might cause more serious bleeding

_____3) Seek medical attention for further treatment if needed

_____4) Evaluate wound

_____5) Notify parent or guardian of injury

_____6) Check for any contaminate

_____7) Apply additional dressings if bleeding continues

_____8) Place a sterile or very clean dressing or compress on wound

b. Bruise

_____1) Treat as needed

_____2) Notify parent or guardian of injury

_____3) Check pupil reaction in both eyes

_____4) Do not give any liquids if serious injury is suspected

_____5) Evaluate injury

_____6) Place cold cloth over bruised area

_____7) Keep victim quiet and lying down

14. Match types of treatment for poison ingestion to the correct poisonous substances. Write the correct numbers in the blanks.

_____a. Give appropriate antidote; induce vomiting by a variety of methods

_____b. Neutralize substance with a dose of milk of magnesia and a glass of diluting fluid, such as milk or water; do not induce vomiting

1. Strong acid
2. Noncorrosive substance

TEST

15. Select from the following list factors to consider in treatment of shock. Write an "X" in the blanks before the correct answers.

_____a. Keep victim lying down

_____b. Maintain adequate supply of oxygen (O_2)

_____c. Get medical help as soon as possible

_____d. Cover only enough to keep victim from losing body heat and to stabilize blood circulation

16. Select from the following list major causes of poisoning. Write an "X" in the blanks before the correct answers.

_____a. Drug overdoses

_____b. Medicines left within reach of children

_____c. Poisonous substances taken from original labeled containers and put into common household containers

17. Arrange in order first aid steps given for contact poisoning. Write a "1" before the first step, a "2" before the second step, and so on in the correct blanks.

_____a. Remove all contaminated clothing and flush all exposed areas thoroughly with soap and water

_____b. Seek medical attention immediately if respiratory symptoms, such as difficulty in breathing or wheezing, occur

_____c. Find source of irritation to determine what type of treatment is needed

18. Select from the following list causes of respiratory failure. Write an "X" in the blanks before the correct answers.

_____a. Obstruction by foreign object

_____b. Atmospheric imbalance

_____c. Respiratory tract disorders

_____d. Allergic reactions

19. Classify symptoms of burns by degrees. Place a "1" before characteristics of first degree burns, a "2" before second degree burns, and a "3" before third degree burns in the correct blanks.

_____a. Blistering

_____b. Rapid healing

_____c. Mottled or red areas

TEST

_____d. Charred or a white appearance

_____e. Damage extending into the first layer of tissue

_____f. Redness or discoloration

_____g. Mild swelling and pain

_____h. Pain greater than first degree

_____i. Considerable swelling

_____j. Deep tissue destruction

_____k. Wet appearance of burned area due to loss of plasma

_____l. Less pain due to nervous tissue destruction

20. Match first, second, and third degree burns to the correct treatments. Write the correct numbers in the blanks.

_____a. Submerge the part in cold, but not icy, water until pain subsides; blot dry gently and apply dry sterile dressings; DO NOT break blisters and DO NOT use any antiseptic ointments, sprays, or home remedies on burned area

_____b. Apply cold water or submerge burned area in cold water; apply a dry dressing if necessary

_____c. Cover burns with thick sterile dressings, but do not immerse in water; do not remove any tissue or burned clothing; transport victim to hospital as quickly as possible

1. Third degree
2. First degree
3. Second degree

21. Match types of seizures to the correct descriptions. Write the correct numbers in the blanks.

_____a. Often preceded by a sensation called an *aura*; victim becomes unconscious; muscle spasms occur; salivation increases; coma-like state occurs

_____b. Seizure activity consists of periods of momentary unconsciousness; eyes will stare, then blink; usually lasts only a few seconds each time

_____c. Seizure activity is limited to one side of the body or various groups of muscles

1. Grand mal
2. Petit mal
3. Jacksonian

TEST

22. Describe care to give for teething and toothaches.

    a. Teething--____

    ____

    ____

    ____

    b. Toothache--____

    ____

    ____

    ____

(NOTE: Test questions 23 and 24 are assignment sheets and job sheets. They are an important part of this unit. If they have not been completed, check with your instructor.)

23. Read Fahrenheit thermometer.

24. Demonstrate the ability to

    a. Take temperatures.

    b. Apply dressings and bandages.

    c. Examine eyes.

    d. Irrigate eyes.

    e. Control bleeding by direct pressure.

    f. Apply a splint.

    g. Clear obstructed airway.

HEALTH AND FIRST AID
UNIT I

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The points designated in parentheses are intended to be guidelines and should be adapted to meet the needs of each teaching-learning process. The point total is 400.)

1. (32 points)

    a. 13
    b. 9
    c. 15
    d. 1
    e. 2
    f. 5
    g. 6
    h. 3
    i. 4
    j. 11
    k. 7
    l. 10
    m. 8
    n. 12
    o. 14
    p. 16

2. (5 points)

    Description should include:

    a. Sleeps soundly
    b. Has good appetite
    c. Gains height and weight appropriate for age and body build
    d. Teeth are in good condition
    e. Hair has luster
    f. Eyes are bright
    g. Has few aches and pains
    h. Enjoys individual and group activities

3. (10 points)

    Descriptions should include:

    a. 1) Extensive bruises, welts, or burns inconsistent with explanation of injury, or stages and ages of the injuries

        2) Location and type of injuries indicating direct contact with a fist or a sharp object

        3) Deformities, caused from old fractures, resulting in misshaped limbs or difficult movement

ANSWERS TO TEST

4) Head injuries causing hemorrhaging beneath the scalp, of if deeper into the eye or nose, causing bleeding; symptoms include stupor, sleepiness, or even coma

5) Unwillingness to participate in any physical activity

6) Lack of medical or dental care

7) Lack of nutrition, causing the child to look malnourished and complain of being hungry all the time

8) Lack of adequate clothing and proper hygiene

b. 1) Regression, or escape into a fantasy world

2) Delinquency or aggression, causing them to act out their anger and hostility on others

3) Poor peer relationships due to a poor self-image

4) Desire to protect abusive person

4. (12 points)

a, b, d, f

5. (14 points)

a, d, e, f, g

6. (6 points)

a. 13-17 days

b. Avoid common use of toilet articles; avoid contact with infants and debilitated (weak) persons

c. During clinical illness; 7-10 days or until nasal, eye, and throat discharge ceases

d. Direct contact with infected persons or with clothing containing lice

e. Pinkeye (conjunctivitis)

f. Dry, circular splotches on skin and bare spots on scalp

7. (8 points)

c, d

8. (5 points)

Description should include:

a. May mean the difference between life and death

b. May mean the difference between temporary and permanent injuries

ANSWERS TO TEST

c. Trains one in what to do and what not to do in an emergency

d. Accidents are the number-one cause of death

e. There may not be time to wait for professional medical help after the accident

f. Safety needs to be promoted in the center

9. (12 points)

a. 4

b. 2

c. 6

d. 1

e. 5

f. 3

10. (10 points)

a. 5

b. 1

c. 3

d. 4

e. 2

11. (10 points)

Descriptions should include:

a. 1) Wash wound thoroughly with soap and water

   2) Flush bitten area with running water

   3) Apply a dressing

   4) Notify parent or guardian of injury

   5) Treat as needed

b. 1) Apply cold moist compress

   2) Check for severe reactions, such as difficulty in breathing, nausea, vomiting, abdominal pain, or possible convulsions

   3) Notify parent or guardian of condition

12. (8 points)

c, d

ANSWERS TO TEST

13. (30 points)

a. 1) 5
2) 3
3) 8
4) 1
5) 7
6) 2
7) 6
8) 4

b. 1) 7
2) 6
3) 2
4) 5
5) 1
6) 4
7) 3

14. (4 points)

a. 2
b. 1

15. (8 points)

a, b, c, d

16. (6 points)

a, b, c

17. (6 points)

a. 1
b. 3
c. 2

18. (8 points)

a, b, c, d

19. (24 points)

a. 2
b. 1
c. 2
d. 3
e. 2
f. 1
g. 1
h. 2
i. 2
j. 3
k. 2
l. 3

ANSWERS TO TEST

20. (6 points)

    a. 3

    b. 2

    c. 1

21. (6 points)

    a. 1

    b. 2

    c. 3

22. (10 points)

    Descriptions should include:

    a. 1) Apply anesthetic to gums only when provided and approved by parent

       2) Allow child to chew on ice

    b. 1) Give aspirin if parents have provided and given their written consent

       2) Place small cotton ball, soaked with anesthetic, to gum area or inside lost filling or cavity

23. Evaluated to the satisfaction of the instructor (15 points)

24. Performance skills evaluated to the satisfaction of the instructor

    a. (15 points)

    b. (20 points)

    c. (15 points)

    d. (20 points)

    e. (20 points)

    f. (20 points)

    g. (25 points)

NUTRITION
UNIT II

UNIT OBJECTIVE

After completing this unit, the student should be able to plan snacks and meals for children that contribute to meeting total daily nutrient intake requirements. This knowledge will be shown by completing assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with nutrition to the correct definitions.
2. State the goal of food service in care centers.
3. Describe planning of food service for children in care centers.
4. Select from a list factors to consider when planning menus.
5. Select from a list tips for controlling food costs.
6. Describe important sanitation practices to use when selecting, storing, preparing, and serving food.
7. Describe a poorly nourished child.
8. Select from a list ways to encourage good food attitudes and good eating habits.
9. Select from a list examples caregivers should set for children before and during mealtime.
10. List factors that influence a child's attitude toward food.
11. List finger foods.
12. Observe caregiver and children during snack time or mealtime.
13. Recommend ways for caregivers to handle common mealtime situations.
14. Select foods from basic four food groups.
15. Plan meals and snacks for children.
16. Prepare a nutrition education activity.

NUTRITION
UNIT II

SUGGESTED ACTIVITIES

I. Suggested activities

  A. Order films, filmstrips, or other materials planned to supplement unit.

  B. Provide students with objective sheet.

  C. Provide students with information and assignment sheets.

  D. Discuss unit and specific objectives.

  E. Discuss information and assignment sheets.

  F. Adapt materials for special needs students.

  G. Assist students in making arrangements to complete observation required in Assignment Sheet #1.

  H. Arrange for panel of resource people, such as food service providers for infants, toddlers, preschool-age, or school-age children, to come to class and discuss differences in food needs among the various ages and stages of children.

  I. Lead class discussion on how attitudes toward food are developed.

  J. Divide class into family groups and have them roleplay "dinner disasters." Have the class discuss ways to handle these mealtime situations.

  K. Gather references, such as activity books, textbooks, and materials available from state school lunch programs, to assist students in planning the nutrition education activity in Assignment Sheet #5.

  L. Assist students in carrying out nutrition education activity plans described in Assignment Sheet #5.

  M. Supplement unit with additional information on nutrition for the various age groups of children. Use textbooks or resource people to assist you in providing this additional information and training.

  N. Have students help children prepare foods from picture recipes.

  O. Supplement unit with outside reading on foods and nutrition for children from available magazines, pamphlets, and textbooks.

  P. Contact nutritionist from your county or state health department to serve as a resource person for this unit.

  Q. Borrow *Creative Nutrition Education: An Integrated Approach* from an elementary teacher. This guide may be obtained by elementary teachers ONLY by writing the Oklahoma State Department of Education, School Lunch Section, 2500 N. Lincoln Blvd., Room 3-20, Oliver Hodge Memorial Building, Oklahoma City, Oklahoma 73105.

SUGGESTED ACTIVITIES

R. Give test.

S. Reteach if necessary.

II. Instructional materials

A. Objective sheet

B. Suggested activities

C. Information sheet

D. Assignment sheets

1. Assignment Sheet #1--Observe Caregiver and Children During Snack Time or Mealtime
2. Assignment Sheet #2--Recommend Ways for Caregivers to Handle Common Mealtime Situations
3. Assignment Sheet #3--Select Foods from Basic Four Food Groups
4. Assignment Sheet #4--Plan Meals and Snacks for Children
5. Assignment Sheet #5--Prepare a Nutrition Education Activity

E. Answers to assignment sheets

F. Test

G. Answers to test

III. Unit references

A. Atlanta Public Schools. *Competency Based Child Care and Development Occupations*. Washington, D.C.: U.S. Government Printing Office, 1974.

B. Draper, Henry; and Draper, Mary Wanda. *Studying Children*. Peoria, Illinois: Chas. A. Bennett Co., Inc., 1977.

C. Hurlock, Elizabeth B. *Child Growth and Development*. New York: Webster Division/McGraw-Hill Book Company, 1978.

D. Draper, Mary Wanda; and Draper, Henry E. *Caring For Children*. Peoria, Illinois: Chas. A. Bennett Co., Inc., 1979.

E. Benson, Ann. *Occupational Child Development*. Stillwater: Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1975.

SUGGESTED ACTIVITIES

F. Draper, Thomas; Ganong, Marilyn Coleman; and Goodell, Virginia. *See How They Grow: Concepts in Child Development and Parenting*. New York: Butterick Publishing, 1980.

G. *A Planning Guide for Food Service in Child Care Centers* (FNS-64). Washington, D.C.: United States Department of Agriculture, 1976.

H. Solsrud, Leah O.; and Elling, Betsey L. *Understanding Child Development*. Tony, Wisconsin: Homemaking Research Laboratories, 1972.

I. Truitt, Debbie. *Foods and Nutrition*. Stillwater: Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1980.

NUTRITION
UNIT II

INFORMATION SHEET

I. Terms and definitions

   A. Nutrients--Substances in food that help the body grow, repair, and maintain itself; regulate body processes; and furnish energy and warmth

   B. Nutrition--Science or study of food and ways the body uses it

   C. Basic four food groups--Simple guide used to help select food and plan nutritious meals

   D. Serving--Amount of food to be eaten at one time

   E. Menu--List of foods for specific meals

   F. Meal--Portions of food taken at one time to satisfy appetite and provide nutrients

   G. Snack--Portions of food eaten between regular meals

   H. Balanced diet--Variety of foods eaten daily in sufficient amounts to meet the body's nutritional needs

   I. R.D.A. (Recommended Dietary Allowances)--Suggested nutrient amounts each age group should have each day; designed to meet the basic needs of healthy persons

II. Goal of food service in care centers--To allow children to learn to eat and enjoy a variety of nutritious foods

(NOTE: One of the skills young children master during their first six years is learning to eat a variety of foods.)

III. Planning of food service for children in care centers

   A. Total daily food needs of children should be considered

   B. Combination of meals and supplements/snacks served vary according to ages of children, time of arrival at center, and length of stay

   EXAMPLES: Children coming to the center before 8 a.m. that have had little food at home, need breakfast or a snack soon after their arrival; children who stay late in the day may need supper

   (NOTE: Child care centers may serve breakfast, lunch, supper, and both a midmorning and midafternoon snack.)

   C. Young children need nutritious foods often

INFORMATION SHEET

D. Serving food often helps keep children from becoming over-tired; however, it is important to schedule food service to allow enough time for food to digest between meals and snacks

E. Personnel responsible for food service in child care centers should provide children the opportunity to learn to eat and enjoy a variety of nutritious foods

F. Appetites may change with stages of development, so during slower growth periods, children may want less food

G. All children do not have similar appetites

H. Temporary changes in appetite may occur due to unusual circumstances

EXAMPLES: An over-tired or excited child; a child who is in an unusual setting or whose regular routine is disrupted

I. Infant feeding schedules need to be carried out similar to the home schedules, usually with the parent providing the food

EXAMPLES: Formula; breast milk; baby food

J. Food projects and field trips should be combined when possible

EXAMPLES: A trip to a dairy preceding a "tasting" session of dairy foods; picking fruit or vegetables and then preparing it

IV. Factors to consider when planning menus (Assignment Sheets #3 and #4)

A. Recommended servings from the basic food groups

EXAMPLE: Basic Four Food Groups
Milk group--4 servings
Meat group--2 servings
Fruit/vegetable group--4 servings
Bread/cereal group--4 servings

B. Variety of colors, flavors, sizes, shapes, textures, temperatures, and preparation methods

C. Cost

D. Time needed for preparation, serving, and cleanup

E. Equipment needed for preparation

F. Nutrient requirements

G. Appetite appeal

H. Regional, ethnic, cultural, and personal preferences of children

INFORMATION SHEET

I. Time to plan menu in advance (two weeks to a month ahead of the time they are to be served)

(NOTE: Advance planning is important as a basis for food purchasing, cost control, and scheduling food preparation. Cycle menus lasting two or three weeks provide variety and avoid repetition.)

J. Foods served in forms children can manage easily

K. Special menus for national holidays, children's birthdays, and other special days

L. Personal food preferences not reflected in menu planning

V. Tips for controlling food costs

(NOTE: The person in charge of food service has the responsibility of staying within the food budget, while planning appetizing and nutritious meals.)

A. Use recipes that yield given amounts of good-quality products

(NOTE: A recipe file should be made that includes standardized recipes, adjusted to provide the number of servings required for the center.)

B. Compare costs of foods to be served

EXAMPLES: Calculating how much it costs to serve the foods in recipe file, and recalculating costs as changes in prices occur; comparing costs of foods, such as the cost of one orange vs. the cost of a glass of orange juice; comparing the cost of turkey and dressing vs. the cost of spaghetti and meatballs

C. Make maximum use of foods donated by U.S.D.A

(NOTE: Find out what, when, and where foods are distributed, and plan menus accordingly.)

D. Check food prices often to determine food costs and to decide where to shop

(NOTE: Plan to use foods on the menu that will be good buys.)

VI. Important sanitation practices to use when selecting, storing, preparing, and serving food

A. Food selection

1. Purchase inspected, stamped, government-approved/graded, and pasteurized foods to help ensure food safety

2. Examine food when it is delivered to make sure it is not spoiled, dirty, or contaminated

INFORMATION SHEET

B. Food storage

1. Store foods so older foods will be used first

   (NOTE: You might want to develop a system for dating incoming foods.)

2. Protect food, such as flour, sugar, beans, cereal, and cornmeal, by storing in tightly-covered containers
3. Keep cold foods cold (45°F or below) and hot foods hot (cook and hold at 140°F or above)
4. Keep frozen foods frozen; do not allow them to thaw until ready to use
5. Do not overfill containers for heating and cooling
6. Throw out portions of foods that were served, but not eaten

C. Food preparation and service

1. Handle all eating and drinking utensils properly

   EXAMPLE: Do not touch surfaces food is served on or surfaces that come in contact with the mouth

2. Do not used cracked or chipped utensils or dishes
3. Keep appliances and equipment clean and in good working order
4. Use dishwashing equipment that meets local health agency regulations
5. Request that local health and fire departments inspect center's facilities at least once a year
6. Be sure that all food service workers meet the standards set by local and state health agencies
7. Do not allow persons with infected cuts or sores, or colds or other communicable diseases to prepare or serve food
8. Use proper procedures for thawing foods

   EXAMPLES: Thaw in refrigerator or microwave

9. Wash hands thoroughly with soap and water before handling food or utensils
10. Wash hands, utensils, and work surfaces thoroughly after and between contact with raw eggs, fish, meat, or poultry
11. Wash all fruits and vegetables that will be served raw
12. Cook foods properly, following standard procedures and recipe directions

INFORMATION SHEET

VII. Characteristics of a poorly nourished child

(NOTE: These are possible consequences, but there may be others. True nutritional assessment must be completed by a doctor.)

A. Child is susceptible to infections; recovers slowly from disease or infection

B. Appetite is poor to fair

C. Child tires easily and quickly; recovers slowly

EXAMPLE: Child that wants to sleep too often

D. Eyes have dark circles, and are puffy, hollow, or bloodshot

E. Child is underweight or overweight; bones are improperly shaped in one or more places; abdomen is weak and sagging

F. Muscles are flabby, underdeveloped, and small

G. Gums are spongy, subject to sores and bleeding, and are too red or too pale

H. Skin is blemished and is a pale or unhealthy color

I. Hair is dry or oily; lacks shine

J. Child is irritable, bored, or listless; ability to concentrate is poor

VIII. Ways to encourage good food attitudes and good eating habits (Assignment Sheets #1 and #5)

A. Serve finger foods

B. Serve colorful foods

C. Select foods with interesting textures

D. Let children help prepare food

E. Allow children to serve themselves

F. Introduce new foods regularly

G. Plan special foods for special occasions

EXAMPLES: Serve turkey at Thanksgiving or pumpkin cookies at Halloween

H. Serve foods at various temperatures and in a variety of colors

I. Serve foods in a bright, attractive, well-ventilated, and comfortable setting

INFORMATION SHEET

J. Provide a setting suited to size of children

EXAMPLES: Tables, chairs, dishes, glasses, silverware, and serving utensils

K. Serve small portions and allow seconds if desired

L. Provide a quiet time just before meals so the atmosphere is friendly and relaxed at mealtime

M. Avoid delays in food service that cause the children to sit and wait

N. Set good examples

(NOTE: Children sense adults' attitudes toward food.)

O. Serve foods "family style"

P. Make sure a caregiver eats with the children

Q. Allow children to make some food choices

R. Recognize when food needs have been met

S. Serve "taste-size" portions until children accept new foods

T. *Do not* force children to clean their plates

U. *Do not* use food as a bribe or reward; do not let children use food to gain attention by refusing to eat or making special demands

V. Avoid making an issue over a child's appetite

(NOTE: Children often rebel when forced to eat.)

W. Let young children feed themselves when they become interested

X. Conduct activities to teach nutrition

IX. Examples caregivers should set for children before and during mealtime (Assignment Sheet #2)

(NOTE: Children learn many food habits and manners by imitating others.)

A. Cleanliness

B. Courtesy

C. Good manners

D. Eating a variety of foods

E. Pleasant attitude

F. Eating new foods

INFORMATION SHEET

X. Factors that influence a child's attitude toward food

- A. Attitudes of parents, caregivers, and others
- B. Food sensitivities

  EXAMPLE: Allergies
- C. Expressions of others around the child
- D. General atmosphere
- E. Peer pressure
- F. Cultural factors

XI. Finger foods

(NOTE: These foods serve as nutritious snack foods.)

- A. Apple wedges
- B. Banana slices
- C. Berries
- D. Cabbage wedges
- E. Carrot sticks
- F. Cauliflowerets
- G. Celery sticks
- H. Cheese cubes
- I. Dried peaches
- J. Dried pears
- K. Fresh peach wedges
- L. Fresh pineapple chunks
- M. Fresh pear wedges
- N. Seedless grapefruit sections
- O. Green pepper sticks
- P. Meat cubes

INFORMATION SHEET

Q. Melon balls

R. Orange sections

S. Pitted plums

T. Raisins

U. Tangerine sections

V. Turnip sticks

W. Tomato wedges

X. Pitted prunes

NUTRITION
UNIT II

ASSIGNMENT SHEET #1--OBSERVE CAREGIVER AND CHILDREN DURING SNACK TIME OR MEALTIME

NAME ______________________ SCORE ______________

Managing snack time or mealtime with a group of children, ensuring that each learns to eat and enjoy a variety of nutritious foods (sometimes five times per day), is a challenge.

As a children's caregiver, it probably will be your job to assist with snack time or mealtime. Through observing an experienced caregiver during snack time or mealtime, you will hopefully have a better understanding of the caregiver's roles and responsibilities during this routine part of the day.

Observe a caregiver managing snack time or mealtime for several children. Keep in mind that observation reports contain confidential information. Take time to discuss observations as a class after completing this assignment.

Location of observation--______________________

Experience of the caregiver--______________________

____

Number of children involved in mealtime or snack time--______________

Date--______________ Time of observation--______________

Length of observation--______________________

PART I

Describe as many situations as possible in which there was evidence of the caregiver doing each of the following.

A. Serving finger foods--______________________

____

____

B. Serving colorful foods--______________________

____

____

ASSIGNMENT SHEET #1

C. Selecting foods with interesting textures--

D. Letting children help prepare food--

E. Allowing children to serve themselves--

F. Introducing new foods regularly--

G. Planning special foods for special occasions--

H. Serving a variety of foods at various temperatures and in a variety of colors--

I. Serving foods in a bright, attractive, well-ventilated, and comfortable setting--

J. Providing a setting suited to size of children--

ASSIGNMENT SHEET #1

K. Serving small portions and allowing seconds, if desired--

L. Providing a quiet time just before meals so the atmosphere is friendly and relaxed at mealtime--

M. Avoiding delays in food service that cause the children to sit and wait--

N. Setting good examples--

O. Serving foods "family style"--

P. Making sure a caregiver eats with the children--

Q. Allowing children to make some food choices--

R. Recognizing when food needs have been met--

ASSIGNMENT SHEET #1

S. Serving "taste-size" portions until the children accept new foods--______________

____

____

T. Not forcing children to clean their plates--______________________

____

____

U. Not using food as a bribe or reward; not letting children use food to gain attention by refusing to eat or making special demands--______________________

____

____

V. Avoiding making an issue over a child's appetite--____________________

____

____

W. Letting young children feed themselves when they become interested--__________

____

____

X. Conducting activities to teach nutrition--______________________

____

____

ASSIGNMENT SHEET #1

PART II

A. List foods on the menu and the forms in which they were served.

B. Describe the atmosphere of snack time or mealtime.

EXAMPLES: Rushed; pleasant; chaotic; relaxed

C. Describe the behavior of the children.

EXAMPLES: Calm; restless; happy; mad; noisy; passive

D. Did you observe any food refusals, strong food preferences, or other problems?

Describe what you saw.

Describe how the caregiver responded.

ASSIGNMENT SHEET #1

E. What responsibilities did the caregiver(s) assume for the details of the snack or meal?

1. Before–
2. During–
3. After–

F. What opportunities did the children have to develop self-help skills during the snack or meal?

1. Before–
2. During–
3. After–

G. Describe one child's ability to handle and use a fork, spoon, and glass.

ASSIGNMENT SHEET #1

H. How were the foods made appealing and easy-to-manage for the children? __________

____

____

____

____

I. Did the foods served include each of the basic four food groups? __________

Explain your answer.

____

____

____

____

J. Rate the colors, textures, flavors and temperatures of the foods on the menu by checking the blanks before the correct descriptions.

1. Color _____ good _____ fair _____ poor
2. Texture _____ good _____ fair _____ poor
3. Flavor _____ good _____ fair _____ poor
4. Temperature _____ good _____ fair _____ poor

K. What changes would you suggest to improve the food service, or the participation of the children?

____

____

____

____

____

NUTRITION
UNIT II

ASSIGNMENT SHEET #2--RECOMMEND WAYS FOR CAREGIVERS TO HANDLE COMMON MEALTIME SITUATIONS

NAME ______________________________ SCORE ____________________

Caregivers spend some time each day helping children with snacks or meals. Following are several situations common to mealtime or snack time. Read each situation carefully and recommend ways for caregivers to handle the situations described. Write your recommendation to the caregiver for handling each situation.

SITUATION I

Becky, age 3 1/2, is a dawdler. She eats rapidly at the beginning of the meal and as soon as her immediate hunger needs are satisfied, she picks and plays with the rest of the food on her plate until the meal is finished.

What recommendations do you make to the caregiver in handling this situation?

____

____

____

____

____

SITUATION II

Michelle, age 6, is on a food "jag." All she wants to eat, breakfast, lunch, and supper, is macaroni and cheese.

What recommendations do you make to the caregiver in handling this situation?

____

____

____

____

____

ASSIGNMENT SHEET #2

SITUATION III

Mark, age 4, refuses to eat anything for lunch. He says that he is not hungry.

What recommendations do you make to the caregiver in handling this situation?

SITUATION IV

Julie, age 3, insists on standing while eating her meals.

What recommendations do you make to the caregiver in handling this situation?

SITUATION V

Tim takes one look at lunch and says "I'm not eating this junk." His attitude quickly spreads to his peers and they decide that they don't want to eat either.

What recommendations do you make to the caregiver in handling this situation?

NUTRITION
UNIT II

ASSIGNMENT SHEET #3--SELECT FOODS FROM BASIC FOUR FOOD GROUPS

NAME ________________________________ SCORE ____________________

Children are in a difficult position for several years of their lives. They are not old enough to prepare foods for themselves and are forced to choose to either eat or not eat foods placed before them. They are at the mercy of the caregiver for their nutritional intake and good health. Caregivers must be aware of the basics of nutrition.

One of the basics of nutrition is the basic four food groups guide. It is one of the most helpful resources for nutritional food planning or selection. This guide divides foods into four groups and recommends the number of servings that should be eaten per day from each group. If foods are consumed in recommended quantities, a large percentage of the Recommended Dietary Allowances (R.D.A.) will be met.

Use additional references, such as textbooks or cookbooks, to help you identify foods that are members of each of the food groups. Next, look through magazines, pamphlets, or newspapers and find pictures of at least four members of each of the four food groups. Cut these pictures out and attach them in the spaces provided.

MILK GROUP

ASSIGNMENT SHEET #3

BREAD AND CEREAL GROUP

VEGETABLE AND FRUIT GROUP

ASSIGNMENT SHEET #3

MEAT GROUP

NUTRITION
UNIT II

ASSIGNMENT SHEET #4--PLAN MEALS AND SNACKS FOR CHILDREN

NAME ______________________________ SCORE ____________________

Children are dependent on their caregivers for their food intake. They have few choices about what foods are prepared and set before them--this responsibility is left to the caregivers. If the caregivers are to provide total daily food intake for children that meets R.D.A. standards, they must be aware of nutrition basics. The children's health lies in the hands of their caregivers and the foods they provide.

Most children get hungry, tired, or irritable if they go too long without food. Mid-morning and mid-afternoon snacks are usually provided for children--these are in addition to breakfast, lunch, and supper.

Planning a nutritious diet for children is not easy. These are the years of less appetite and definite food likes and dislikes. Food choices must contain high-quality nutrients to make up for smaller amounts of food eaten.

PART I

Plan a balanced diet for children for five days. Try to include some of their favorite foods. Keep unit information and the basic four daily food requirements for children in mind and study the Minimum Meal Requirements of the Child Care Program chart that is provided, as you complete plans that follow.

Basic Four Daily Requirements for Children:

(NOTE: Keep in mind that the number of servings stays the same, but serving sizes change, increasing with the age of the child.)

Milk Group: 4 servings daily
Meat Group: At least 2 servings daily
Bread/Cereal Group: 4 servings daily
Vegetable/Fruit Group: 4 servings daily (include at least one vegetable or fruit high in vitamin A and one vegetable or fruit high in Vitamin C)

ASSIGNMENT SHEET #4

MINIMUM MEAL REQUIREMENTS OF THE CHILD CARE FOOD PROGRAM

When the meal pattern is properly used, the meals will include foods which supply needed nutrients and energy. The nutritional goal for meals and supplements is to furnish high-quality meals to all children in in accordance with the Recommended Daily Dietary Allowance of the National Research Council for children.

The Child Care Food Program regulations specify that the meals shall meet the following pattern requirements:

BREAKFAST	Children 1-3 years	Children 3-6 years	Children 6-12 years
Milk			
Milk, fluid[1]	1/2 cup	3/4 cup	1 cup
Vegetables and Fruits[2]			
Vegetable(s), fruit(s), full-strength juice	1/4 cup	1/2 cup	1/2 cup
Bread and Bread Alternates[3]			
Enriched or whole-grain bread	1/2 slice	1/2 slice	1 slice
Cereal (cold, dry)	1/4 C. or 1/3 oz[4]	1/3 C. or 1/2 oz[4]	3/4 C. or 1 oz[4]
Cooked pasta or noodle products	1/4 cup	1/4 cup	1/2 cup
Cooked cereal or cereal grains	1/4 cup	1/4 cup	1/2 cup

NOTE: A 1-oz serving of protein is required at least once a week for breakfast.

LUNCH			
Milk			
Milk, fluid[1]	1/2 cup	3/4 cup	1 cup
Vegetables and Fruits[2,5]			
Vegetable(s), fruit(s), full-strength juice[6]	1/4 cup total	1/2 cup total	3/4 cup total
Bread and Bread Alternates[3]			
Enriched or whole-grain bread	1/2 slice	1/2 slice	1 slice
Cooked pasta or noodle products	1/4 cup	1/4 cup	1/2 cup
Cooked cereal grains	1/4 cup	1/4 cup	1/2 cup
Meat and Meat Alternates[7]			
Lean meat or poultry or fish[8]	1 oz	1-1/2 oz	2 oz
Cheese	1 oz	1-1/2 oz	2 oz
Eggs	1 egg	1 egg	1 egg
Cooked dry beans or peas[9]	1/4 cup	3/8 cup	1/2 cup
Peanut butter	2 Tbsp.	3 Tbsp.	4 Tbsp.

MIDMORNING OR MIDAFTERNOON SUPPLEMENT[10]			
Milk			
Milk, fluid[1]	1/2 cup	1/2 cup	1 cup
Vegetables and Fruits[2]			
Vegetable(s), fruit(s), full-strength juice[11]	1/2 cup	1/2 cup	3/4 cup
Bread and Bread Alternates[3]			
Enriched or whole-grain bread	1/2 slice	1/2 slice	1 slice
Cereal (cold, dry)	1/4 C. or 1/3 oz[4]	1/3 C. or 1/2 oz[4]	3/4 C. or 1 oz[4]
Cooked pasta or noodle products	1/4 cup	1/4 cup	1/2 cup
Cooked cereal or cereal grains	1/4 cup	1/4 cup	1/2 cup
Meat and Meat Alternates[7]			
Lean meat or poultry or fish[8]	1/2 oz	1/2 oz	1 oz
Cheese	1/2 oz	1/2 oz	1 oz
Eggs	1/2 egg	1/2 egg	1 egg
Cooked dry beans or peas	1/8 cup	1/8 cup	1/4 cup
Peanut butter	1 Tbsp.	1 Tbsp.	2 Tbsp.

---

[1] Includes whole milk, lowfat milk, skim milk, cultured buttermilk, or flavored milk made from these types of fluid milk which meet State and local standards.

[2] Or an equivalent quantity of any combination of vegetable(s), fruit(s), and juice.

[3] Or an equivalent quantity of any combination of bread/bread alternate.

[4] Either volume (cup) or weight (oz), whichever is less.

[5] Must include at least two kinds.

[6] Full-strength vegetable or fruit juice may be counted to meet not more than 1/2 of this requirement.

[7] Or an equivalent quantity of any combination of meat/meat alternate.

[8] Cooked lean meat without bone.

[9] May be used as the meat alternate or as part of the vegetable/fruit component, but not as both food components in the same meal.

[10] Must contain two of the following four components.

[11] Juice may not be served when milk is served as the only other component.

Federal Register. Tuesday, January 22, 1980. Vol. 45, Number 15. Pages 4987 and 4988. The chart reflects Minimum Meal Pattern Requirements as specified for the Child Care Food Program as established by the United States Department of Agriculture.

ASSIGNMENT SHEET #4

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
BREAKFAST					
SNACK					
LUNCH					
SNACK					
DINNER					

ASSIGNMENT SHEET #4

PART II

Planning snacks can be both fun and challenging. Choose one recipe for a snack listed in your chart. Record this snack in the space provided. Complete the time-work plan that follows, and use this plan to prepare the snack for children.

This Recipe is For ______________________________

Ingredients

______________	______________
______________	______________
______________	______________
______________	______________
______________	______________

Preparation Instructions: ______________________________

____

____

____

____

____

____

____

____

ASSIGNMENT SHEET #4

TIME-WORK PLAN

Name ____________________

Food to be Prepared: ____________________

Kitchen ____________________

Food Supplies Needed:

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

Utensils Needed:

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

Order of Work	Time in Minutes
1. ____________________	____________________
2. ____________________	____________________
3. ____________________	____________________
4. ____________________	____________________
5. ____________________	____________________
6. ____________________	____________________
7. ____________________	____________________

NUTRITION
UNIT II

ASSIGNMENT SHEET #5--PREPARE A NUTRITION EDUCATION ACTIVITY

NAME ______________________________ SCORE ____________________

Nutrition education activities not only encourage children to establish nutritious eating patterns, but also help excite children about nutrition. Nutrition education can introduce children to a wide variety of wholesome foods. The study of nutrition can be combined with other programs.

Children can explore foods, not only through tasting; but touching, to explore shape and texture; seeing the color, design, shape, and composition; listening to the squish, crunch, and mush of foods; and smelling foods, raw and cooked.

Stories, skits, puppet plays, finger plays, nutrition posters, helping caregivers prepare foods, allowing children to prepare recipes, setting up a tasting party, planting seeds and watching them grow, planting a garden and harvesting the fruits or vegetables and then eating them, food-related study tours, nutrition card games, and a study of special foods associated with certain holidays, are only a few ideas which can be carried out in nutrition education activities.

Use your imagination to assist you in developing an idea into an activity to carry out with a group of children. After you have prepared your activity, carry out your plans with a group of children.

A. Age of children activity is planned for--________________________________

B. Number of children--____

C. Describe what you want the children to learn through the activity.

____

____

____

____

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____

ASSIGNMENT SHEET #5

D. Describe the activity.

NUTRITION
UNIT II

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1--Evaluated to the satisfaction of the instructor

Assignment Sheet #2

(NOTE: Answers may vary.)

SITUATION I

a. Give Becky portions small enough for her to finish eating what is on her plate

b. Do not worry--she is probably just not hungry

SITUATION II

a. Tell her that today we are having ____________________ and next week we are having macaroni and cheese

b. Carry out activities that introduce new foods

SITUATION III--Say to Mark, "I understand that you are not hungry today, but you must sit at the table and be served a plate of food."

SITUATION IV

a. Do not make an issue of standing unless it is affecting others

b. Say to child, "We all sit down together when we eat."

SITUATION V--Say to children, "This is what we are having. Look at Mike eat. He likes ____________________."

Assignment Sheet #3--Evaluated to the satisfaction of the instructor

Assignment Sheet #4--Evaluated to the satisfaction of the instructor

Assignment Sheet #5--Evaluated to the satisfaction of the instructor

NUTRITION
UNIT II

TEST

NAME ______________________________ SCORE ____________________

1. Match terms associated with nutrition to the correct definitions. Write the correct numbers in the blanks.

_____a. Portions of food eaten between regular meals

_____b. Amount of food to be eaten at one time

_____c. Suggested nutrient amounts each age group should have each day; designed to meet the basic needs of healthy persons

_____d. Substances in food that help the body grow, repair, and maintain itself; regulate body processes; and furnish energy and warmth

_____e. Science or study of food and ways the body uses it

_____f. Portions of food taken at one time to satisfy appetite and provide nutrients

_____g. List of foods for specific meals

_____h. Simple guide used to help select food and plan nutritious meals

_____i. Variety of foods eaten daily in sufficient amounts to meet the body's nutritional needs

1. Nutrients
2. Nutrition
3. Basic four food groups
4. Serving
5. Menu
6. Meal
7. Snack
8. Balanced diet
9. R.D.A. (Recommended Dietary Allowances)

2. State the goal of food service in care centers.

____

____

____

____

____

____

____

TEST

3. Describe planning of food service for children in care centers.

4. Select from the following list factors to consider when planning menus. Write an "X" in the blanks before the correct answers.

_____a. Recommended servings from the basic food groups

_____b. Strong preferences for certain foods shown by children

_____c. Foods served in forms children can manage easily

_____d. Time of day food is served

_____e. Appetite appeal

_____f. Special menus for national holidays, children's birthdays, and other special days

5. Select from the following list tips for controlling food costs. Write an "X" in the blanks before the correct answers.

_____a. Make maximum use of foods donated by U.S.D.A.

_____b. Shop at the nearest grocery store

_____c. Prepare foods children like

_____d. Use recipes that yield given amounts of good-quality products

_____e. Compare costs of foods to be served

TEST

6. Describe important sanitation practices to use when selecting, storing, preparing, and serving food.

   a. Food selection-- ______________________

   ____

   ____

   b. Food storage-- ______________________

   ____

   ____

   ____

   ____

   ____

   ____

   ____

   ____

   c. Food preparation and service-- ______________________

   ____

   ____

   ____

   ____

   ____

   ____

   ____

   ____

   ____

TEST

7. Describe a poorly nourished child.

____

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____

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____

8. Select from the following list ways to encourage good food attitudes and good eating habits. Write an "X" in the blanks before the correct answers.

_____a. Serve foods that have similar colors, textures, and shapes

_____b. Introduce several foods at the same meal

_____c. Allow children to eat alone

_____d. Encourage children to "clean their plates"

_____e. Make food choices for children

_____f. Provide a setting suited to size of children

9. Select from the folllowing list examples caregivers should set for children before and during mealtime. Write an "X" in the blanks before the correct answers.

_____a. Good manners

_____b. Eating a variety of foods

_____c. Eating new foods

_____d. Cleanliness

_____e. Pleasant attitude

TEST

10. List three factors that influence a child's attitude toward food.

a. ____________________

____

b. ____________________

____

c. ____________________

____

11. List eight finger foods.

a. ____________________

b. ____________________

c. ____________________

d. ____________________

e. ____________________

f. ____________________

g. ____________________

h. ____________________

(NOTE: Test questions 12 through 16 are assignment sheets. They are an important part of this unit. If they have not been completed, check with your instructor.)

12. Observe caregiver and children during snack time or mealtime.

13. Recommend ways for caregivers to handle common mealtime situations.

14. Select foods from basic four food groups.

15. Plan meals and snacks for children.

16. Prepare a nutrition education activity.

NUTRITION
UNIT II

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The points designated in parentheses are intended to be guidelines and should be adapted to meet the needs of each teaching-learning process. The point total is 250.)

1. (18 points)

   a. 7

   b. 4

   c. 9

   d. 1

   e. 2

   f. 6

   g. 5

   h. 3

   i. 8

2. (2 points)

   To allow children to learn to eat and enjoy a variety of nutritious foods

3. (10 points)

   Description should include:

   a. Total daily food needs of children should be considered

   b. Combination of meals and supplements/snacks served vary according to ages of children, time of arrival at center, and length of stay

   c. Young children need nutritious foods often

   d. Serving food often helps keep children from becoming over-tired; however, it is important to schedule food service to allow enough time for food to digest between meals and snacks

   e. Personnel responsible for food service in child care centers should provide children the opportunity to learn to eat and enjoy a variety of nutritious foods

   f. Appetites may change with stages of development, so during slower growth periods children may want less food

   g. All children do not have similar appetites

   h. Temporary changes in appetite may occur due to unusual circumstances

   i. Infant feeding schedules need to be carried out similar to the home schedules, usually with the parent providing the food

   j. Food projects and field trips should be combined when possible

ANSWERS TO TEST

4. (12 points)

   a, c, e, f

5. (10 points)

   a, d, e

6. (15 points)

   Descriptions should include:

   a. 1) Purchase inspected, stamped, government-approved/graded, and pasteurized foods to help ensure food safety

      2) Examine food when it is delivered to make sure it is not spoiled, dirty, or contaminated

   b. 1) Store foods so older foods will be used first

      2) Protect food, such as flour, sugar, beans, cereal, and cornmeal, by storing in tightly-covered containers

      3) Keep cold foods cold (45°F or below) and hot foods hot (cook and hold at 140°F or above)

      4) Keep frozen foods frozen; do not allow them to thaw until ready to use

      5) Do not overfill containers for heating and cooling

      6) Throw out portions of foods that were served, but not eaten

   c. 1) Handle all eating and drinking utensils properly

      2) Do not use cracked or chipped utensils or dishes

      3) Keep appliances and equipment clean and in good working order

      4) Use dishwashing equipment that meets local health agency regulations

      5) Request that local health and fire departments inspect center's facilities at least once a year

      6) Be sure that all food service workers meet the standards set by local and state health agencies

      7) Do not allow persons with infected cuts or sores, or colds or other communicable diseases to prepare or serve food

      8) Use proper procedures for thawing foods

      9) Wash hands thoroughly with soap and water before handling food or utensils

ANSWERS TO TEST

10) Wash hands, utensils, and work surfaces thoroughly after and between contact with raw eggs, fish, meats, or poultry

11) Wash all fruits and vegetables that will be served raw

12) Cook foods properly, following standard procedures and recipe directions

7. (5 points)

Description should include:

a. Child is susceptible to infections; recovers slowly from disease or infection

b. Appetite is poor to fair

c. Child tires easily and quickly; recovers slowly

d. Eyes have dark circles, and are puffy, hollow, or bloodshot

e. Child is underweight or overweight; bones are improperly shaped in one or more places; abdomen is weak and sagging

f. Muscles are flabby, underdeveloped, and small

g. Gums are spongy, subject to sores and bleeding, and are too red or too pale

h. Skin is blemished and is a pale or unhealthy color

i. Hair is dry or oily; lacks shine

j. Child is irritable, bored, or listless; ability to concentrate is poor

8. (12 points)

f

9. (10 points)

a, b, c, d, e

10. (3 points)

Any three of the following:

a. Attitudes of parents, caregivers, and others

b. Food sensitivities

c. Expressions of others around the child

d. General atmosphere

e. Peer pressure

f. Cultural factors

ANSWERS TO TEST

11. (8 points)

Any eight of the following:

a. Apple wedges
b. Banana slices
c. Berries
d. Cabbage wedges
e. Carrot sticks
f. Cauliflowerets
g. Celery sticks
h. Cheese cubes
i. Dried peaches
j. Dried pears
k. Fresh peach wedges
l. Fresh pineapple chunks
m. Fresh pear wedges
n. Seedless grapefruit sections
o. Green pepper sticks
p. Meat cubes
q. Melon balls
r. Orange sections
s. Pitted plums
t. Raisins
u. Tangerine sections
v. Turnip sticks
w. Tomato wedges
x. Pitted prunes

12. Evaluated to the satisfaction of the instructor (40 points)

13. Evaluated to the satisfaction of the instructor (30 points)

14. Evaluated to the satisfaction of the instructor (25 points)

15. Evaluated to the satisfaction of the instructor (25 points)

16. Evaluated to the satisfaction of the instructor (25 points)

DEVELOPING A POSITIVE SELF-CONCEPT
UNIT I

UNIT OBJECTIVE

After completing this unit, the student should be able to assist children in developing positive self-concepts. This knowledge will be shown by completing assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with developing a positive self-concept to the correct definitions.
2. State the method of developing a self-concept.
3. List factors that affect development of a self-concept.
4. Select from a list factors to consider in the development of a self-concept.
5. Distinguish between ways children show satisfaction and dissatisfaction with themselves.
6. Select from a list teaching skills that encourage development of positive self-concepts.
7. Describe ways caregivers can help children develop positive self-concepts.
8. Complete a chart of children's activities that help develop positive self-concepts.
9. Observe children for development of self-concepts.
10. Plan activities for children to help them develop positive self-concepts.
11. Recommend ways caregivers can help children develop positive self-concepts.
12. Carry out activity that improves or supports a child's positive self-concept.

DEVELOPING A POSITIVE SELF-CONCEPT
UNIT I

SUGGESTED ACTIVITIES

I. Suggested activities

   A. Order films, filmstrips, or other materials planned to supplement unit.

   B. Provide students with objective sheet.

   C. Provide students with information and assignment sheets.

   D. Discuss unit and specific objectives.

   E. Discuss information and assignment sheets.

   F. Adapt materials for special needs students.

   G. Arrange for a guest speaker to come to class to discuss the importance of a child having a positive self-concept and the long-lasting effects of a child having a negative self-concept. A guidance counselor would serve as a good resource person in this capacity.

   H. Assist students in making arrangements to complete observation in Assignment Sheet #1.

   I. Gather resource materials, such as children's activity books, textbooks, magazines, and other available sources, to assist students in planning activities to improve or support a child's positive self-concept. This will supplement Assignment Sheets #2 and #4.

   J. Introduce unit by providing mirrors for each student. Have students write on paper the good things they see reflecting in the mirror.

   K. Play "When I Grow Up" from Marlo Thomas' *Free to be You and Me.* Have students listen to recording and write down on paper things she says that give them the feeling that she has a positive self-concept. Use this as a basis for class discussion.

   L. Bring a piece of hemp rope to class when covering objective #3 to illustrate how factors that affect development of a self-concept are so intertwined that they cannot be clearly separated.

   M. Give test.

   N. Reteach if necessary.

II. Instructional materials

   A. Objective sheet

   B. Suggested activities

SUGGESTED ACTIVITIES

C. Information sheet

D. Assignment sheets

1. Assignment Sheet #1--Observe Children for Development of Self-Concepts
2. Assignment Sheet #2--Plan Activities for Children to Help them Develop Positive Self-Concepts
3. Assignment Sheet #3--Recommend Ways Caregivers Can Help Children Develop Positive Self-Concepts
4. Assignment Sheet #4--Carry Out Activity that Improves or Supports a Child's Positive Self-Concept

E. Answers to assignment sheets

F. Test

G. Answers to test

III. Unit references

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D. Flemming, Bonnie Mack; Hamilton, Darlene Softley; and Hicks, Jo Anne Deal. *Resources for Creative Teaching in Early Childhood Education*. New York: Harcourt Brace Jovanovich, Inc., 1977.

E. Yawkey, Thomas Daniels, ed. *The Self-Concept of the Young Child*. Provo, Utah: Brigham Young University Press, 1980.

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DEVELOPING A POSITIVE SELF-CONCEPT
UNIT I

INFORMATION SHEET

I. Terms and definitions

   A. Self-concept (self-image)--What a person believes about himself/herself

      (NOTE: It is important to have a good self-concept.)

   B. Siblings--Brothers and/or sisters

   C. Motivate--To stimulate active interest in an area

   D. Assertiveness--Ability to act with confidence or strong feelings

   E. Peers--People of about the same age or status

   F. Initiative--Ability to think or act without being told

II. Method of developing a self-concept--Developed through "real life" experiences with other people and the total environment

III. Factors that affect development of a self-concept (Assignment Sheet #1)

   A. Parents

   B. Siblings

   C. Other relatives and significant others

      EXAMPLES: Aunts; grandfathers; neighbors; teachers

   D. Environment

      EXAMPLES: At home; at school; on the playground; in the classroom

   E. Personal traits

      EXAMPLES: Size; color of hair; habits

   F. Experiences

IV. Factors to consider in the development of a self-concept

   A. Development of a positive self-concept is necessary to be successful in physical and motor, cognitive and language, and social and emotional development

   B. Success in physical and motor, cognitive and language, and social and emotional development helps promote a positive self-concept

   C. Children tend to accept evaluations made by others, and strive to live up to an image, whether it is good or bad

INFORMATION SHEET

D. Handicaps influence self-concepts

E. Self-concepts are enhanced as success is experienced in daily living skills

EXAMPLES: Success in buttoning, zipping, self-feeding, toileting, or relationships with people

F. Infants find it easier to build a self-concept when only a few people are responding to them

G. Self-concept activities are important in aiding the development of a positive self-concept

(NOTE: Planned activities can help one determine feelings about one's self in relation to others; they can help teach that each person is a separate, unique individual, and can help develop positive feelings toward others.)

V. Ways children show satisfaction and dissatisfaction with themselves (Assignment Sheet #1)

A. Satisfaction

1. Show initiative
2. Are assertive
3. Are able to be good sports
4. Are calm
5. Are cheerful
6. Cooperate
7. Show courage
8. Show enthusiasm
9. Are self-confident
10. Are able to maintain sense of humor
11. Are sympathetic
12. Are unselfish

B. Dissatisfaction

[illegible] Complain

2. Are cruel

INFORMATION SHEET

3. Blame others
4. Make excuses
5. Tattle
6. Criticize
7. Show anger
8. Clown to get attention
9. Overreact
10. Are destructive
11. Lie

VI. Teaching skills that encourage development of positive self-concepts (Assignment Sheet #3)

(NOTE: Remember, each child is different and no one learning experience is right for all children.)

A. Give suggestions or directions in a positive way

EXAMPLE: Tell the child what to do rather than what not to do

B. Use a quiet, confident tone of voice

(NOTE: Children seem to listen and pay more attention when you speak quietly than when you raise your voice. When you speak in a confident tone, they feel that you mean what you say more than if you used a demanding, bossy tone.)

C. Bend to or sit on child's level when reading stories, playing games, or talking

D. Give directions in as few words as possible and use simple words

EXAMPLE: "Mark, please pick up the blocks."

(NOTE: Giving directions in this manner makes it possible for children to easily understand what is being said.)

E. Offer the child a choice ONLY when you intend to leave the choice up to the child

EXAMPLE: If you want the child to share with another child, say "Please share with Timmy" rather than "Would you like to share with Timmy?"--the child might say "No"

F. Give each child an opportunity to do something he/she can succeed in

INFORMATION SHEET

G. Give lots of verbal praise, as well as hugs, smiles, and pats

H. Give child only as much help as is needed or asked for

(NOTE: This will help the child become independent.)

I. Plan short, but frequent, experiences for young children

J. Take advantage of learning experiences that develop from normal daily activities

K. Teach one idea at a time

L. Enjoy experiences with the child

M. When playing games, remember that there should not be winners or losers and no one should be "out"

N. Motivate the child with encouragement and approval

(NOTE: This is one of the primary ways children learn what is expected. Children like approval of adults, caregivers, and teachers--they gain satisfaction when winning the approval of these groups.)

O. Conduct body awareness activities

(NOTE: These activities help children determine feelings about themselves in relation to others, help develop positive feelings toward others, and teach that each child is a separate and worthy individual whose appearance is unique.)

VII. Ways caregivers can help children develop positive self-concepts (Assignment Sheet #3)

A. Initiative--Help child to do things without being told

B. Assertiveness--Give children a chance to express themselves in family/group talks and to make decissions

C. Being a good sport--Guide children and set good examples

D. Calmness--Control the environment so there will not be strong, uncontrolled excitement

E. Cheerfulness

1. Maintain good health
2. Surround with adults with cheerful outlooks on life
3. Avoid unneeded rules and frustrations

INFORMATION SHEET

F. Cooperation

1. Have children take part in chores
2. Have group members do things together
3. Let children know their help is valuable

G. Courage--Praise and support even a slight show of courage

H. Enthusiasm

1. Maintain good health
2. Surround with enthusiastic adults
3. Make plans as a group and look forward to carrying them out
4. Praise work child did

I. Self-confidence

1. Praise children when they try to do what is expected of them
2. Praise their abilities
3. Let them do things for themselves as soon as possible

J. Sense of humor

1. Help children see light sides of situations
2. Set good examples for children

K. Empathy--Encourage child to imagine being in the other child's place, helping child to imagine how he/she would feel if something sad or bad happened

L. Unselfishness

1. Encourage children to share and do kind things for others
2. Reward any unselfish acts with praise

M. Attention--Give recognition, time, and approval to each child

INFORMATION SHEET

VIII. Children's activities that help develop positive self-concepts (Assignment Sheets #2 and #4)

AGE	ACTIVITY
Infant	Use baby's name when talking to him/her
	Name baby's body parts when playing EXAMPLES: Bill's nose; Bob's hand
	Identify baby's clothes and belongings EXAMPLES: Joyce's frog; Bob's pig; Anne's shoe
	Talk to baby during bath time and dressing time EXAMPLES: Tell baby what body parts you are washing; tell baby to clap hands or splash water
	Show baby pictures of him/herself
	Show baby reflection in mirror or glass
	Sing songs that include baby's name or body parts
Toddler	Have toddler locate body parts
	Have toddler name body parts
	Move different parts of the body, talking about what you are doing EXAMPLES: Have toddler hold hands up high
	Move body at different rates EXAMPLES: Move hands slowly, and then fast
	Have child imitate what you are doing
	Have toddler practice using the body in many ways EXAMPLES: Walking; running; jumping; rolling
	Move and dance to music
	Play games with the toddler EXAMPLE: My Fingers; Head and Toes; Thumbkin; Ten Little Fingers; I Have Many Parts
	Draw child's handprint on paper and draw an adult's handprint on another piece of paper; cut out and compare size

INFORMATION SHEET

AGE	ACTIVITY
Toddler (Continued)	Help child make handprint in plaster plate and write date and name in plaster
	Show toddler clothes worn during infancy and clothes worn now (NOTE: This will show child how must he/she has grown.)
	Show toddler pictures of him/her as an infant and pictures now
Preschool-age	Read books to child that emphasize feeling good about self (NOTE: Stories should be about people, places, and things familiar to the child.)
	Help child make a chart or book of pictures cut from magazines that show how all children are alike EXAMPLES: All children have two eyes, two ears, and hair
	Have child lie on piece of newsprint; draw around figure and allow child to draw in body parts (NOTE: If this activity is carried out with a group that varies in age, compare the detail that each goes to in completing their figures.)
	Make a birthday chart and list each child's birthday
	Make a wall chart with the height and weight of each child; measure and weigh periodically, noting changes
	Use a tape recorder and record child's voice; allow child to listen to own voice
	Show infant pictures and clothes to child and compare how he/she looks now
	Practice making different shapes with the body EXAMPLES: Roll up like a ball; form different letters; write, or help children write their names on all their work
	Have children step in a pan of water and make footprints on the cement
	Allow children to make footprints and handprints using finger paints

INFORMATION SHEET

AGE	ACTIVITY
Preschool-age (Continued)	Allow children to look in mirrors and find ways they all look alike and different
	Sing songs, have finger plays, and play simple games with children EXAMPLES: Farmer in the Dell; Ring Around the Rosy; Did You Ever See a Lassie?; Hokey Pokey; London Bridge (NOTE: Children will modify games to their own level and the caregiver should respect this.)
School-age	Help read/select books and articles that will help improve the child's self-concept
	Teach child to write own name
	Teach child to write and recite own address, phone number, and complete name
	Allow child to operate tape recorder and record his/her own voice and other's voices
	Allow children to complete posters or booklets of children portraying different moods, such as happy, sad, angry, or tired
	Help child complete a booklet illustrating things that belong to him/her
	Provide children with dramatic play materials, allowing them to dress up and pretend that they are someone else
	Provide a full-length mirror for children to use to explore individual characteristics
	Provide a magnifying glass for children to use to explore skin, fingers, and hair
	Help make a silhouette of each child, using a flashlight to throw a shadow on the wall, and trace around the shadow; have children identify their own "shadows"
	Make a map of the area and help child locate exactly where he/she lives
	Assist in a puppet play, allowing children to "act out" different roles, professions, or moods
	Encourage children to share with peers, important ideas and experiences as they happen (NOTE: This encourages language development, listening skills, and respect.)

DEVELOPING A POSITIVE SELF-CONCEPT
UNIT I

ASSIGNMENT SHEET #1--OBSERVE CHILDREN FOR DEVELOPMENT OF SELF-CONCEPTS

NAME ______________________ SCORE __________

A child's self-concept is very important. It affects a child's success in physical and motor, cognitive and language, and social and emotional development. Caregivers must be dedicated to helping develop positive self-concepts in the children they care for.

Observe one child in a group of children. Study how he/she interacts with the other children and observe his or her behavior. This observation will provide cues to enable you to decide whether the child has a positive or a negative self-concept. You should be more able to evaluate a child's self-concept, allowing you to plan activities and guide children toward the development of a more positive self-concept, after completing this assignment. Keep in mind that this observation report is confidential. Plan to discuss your observations in class upon completion.

Observation site--______________________

Number of children in group--__________ Ages of children-- __________

Length of observation--______________________

A. Record one child's communication or behavior that showed self-satisfaction.

1. Initiative-- ______________________

____

____

2. Assertiveness-- ______________________

____

____

3. Being a good sport--______________________

____

____

4. Calmness-- ______________________

____

____

ASSIGNMENT SHEET #1

5. Cheerfulness--

6. Cooperativeness--

7. Courage--

8. Enthusiasm--

9. Self-confidence--

10. Sense of humor--

11. Empathy--

12. Unselfishness--

ASSIGNMENT SHEET #1

B. In summary, how do you feel the child that you observed today feels about him/herself.

____

Explain your answer.

____

C. What are some activities you would suggest to carry out with this child to help improve his/her self-concept?

____

DEVELOPING A POSITIVE SELF-CONCEPT
UNIT I

ASSIGNMENT SHEET #2--PLAN ACTIVITIES FOR CHILDREN TO HELP THEM DEVELOP POSITIVE SELF-CONCEPTS

NAME ______________________________ SCORE ______________

Planning activities for children of various stages and ages is challenging. It can also be quite rewarding if activities are carried out successfully. Study unit information on developing a positive self-concept; use this information and additional references, such as catalogs, textbooks and magazines, as you list toys, games, or activities appropriate for each of the stages and ages of children listed in the chart.

AGE	TOY, GAME, ACTIVITY
Infant	
Toddler	

ASSIGNMENT SHEET #2

AGE	TOY, GAME, ACTIVITY
Preschool-age	
School-age	

DEVELOPING A POSITIVE SELF-CONCEPT
UNIT I

ASSIGNMENT SHEET #3--RECOMMEND WAYS CAREGIVERS CAN HELP CHILDREN DEVELOP POSITIVE SELF-CONCEPTS

NAME ______________________________ SCORE ______________

As a person who works with children, you will often say things, observe happenings, and be placed in situations where you will be able to contribute to developing a child's positive self-concept. Described are several situations typical of children. Read each of the situations carefully and recommend the caregiver's role in handling each situation so positive self-concepts are further developed. Write your recommendation to the caregiver for handling each situation.

SITUATION I

Johnny said he has drawn a picture of a house and Judy says it is ugly.

How should the caregiver handle this situation? ______________________________

SITUATION II

Jason wore new cowboy boots to school. He was very proud of them, but some of the other children were just a little jealous of Jason.

How should the caregiver handle this situation? ______________________________

ASSIGNMENT SHEET #3

SITUATION III

When Sean comes to school, he cries very easily, knocks over the other children's blocks, and hits the other children for no apparent reason.

How should the caregiver handle this situation?____________________________

SITUATION IV

Ben wants to sit by Theresa and she says she does not want to sit by him.

How should the caregiver handle this situation?____________________________

SITUATION V

Liza is romping through the classroom interrupting the other children as they play. The student aide says that Liza is just trying to get attention.

How should the caregiver handle this situation?____________________________

DEVELOPING A POSITIVE SELF-CONCEPT
UNIT I

ASSIGNMENT SHEET #4--CARRY OUT ACTIVITY THAT IMPROVES OR SUPPORTS A CHILD'S POSITIVE SELF-CONCEPT

NAME ________________________ SCORE ____________

Many activities can be carried out with children that will help develop positive self-concepts. Select an activity you would like to carry out to help develop a positive self-concept. Study resources, such as unit information and assignments, textbooks, catalogs, magazines, or children's activity books, to find suggestions for activities to promote the development of a child's positive self-concept. In the spaces provided, make plans for the activity. Carry out your activity, then answer the questions that follow your plan to evaluate your activity.

Activity Plans

A. How many children were involved in the activity? ____________

B. What were their age(s)? ____________

C. Did you feel that the activity was successful? ____________

Why or why not? ____________

D. How did this activity encourage the development of a positive self-concept? ____________

DEVELOPING A POSITIVE SELF-CONCEPT
UNIT I

ASSIGNMENT SHEET #4--CARRY OUT ACTIVITY THAT IMPROVES OR SUPPORTS A CHILD'S POSITIVE SELF-CONCEPT

NAME ______________________ SCORE ____________

Many activities can be carried out with children that will help develop positive self-concepts. Select an activity you would like to carry out to help develop a positive self-concept. Study resources, such as unit information and assignments, textbooks, catalogs, magazines, or children's activity books, to find suggestions for activities to promote the development of a child's positive self-concept. In the spaces provided, make plans for the activity. Carry out your activity, then answer the questions that follow your plan to evaluate your activity.

Activity Plans

A. How many children were involved in the activity? ____________

B. What were their age(s)? ____________

C. Did you feel that the activity was successful? ____________

Why or why not? ____________

D. How did this activity encourage the development of a positive self-concept? ____________

DEVELOPING A POSITIVE SELF-CONCEPT
UNIT I

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1--Evaluated to the satisfaction of the instructor

Assignment Sheet #2--Evaluated to the satisfaction of the instructor

Assignment Sheet #3

(NOTE: Answers may vary.)

SITUATION I--Tell Judy that Johnny may draw his picture any way he wishes.

SITUATION II--Give Jason attention, because he is very proud of his boots, but also sing a song such as, "Mary Wore A Red Dress" so the other children will feel important.

SITUATION III--Tell other children that Sean does not feel happy today and we need to try and help him feel better.

SITUATION IV--Say something like, "Ben, maybe you can sit by Theresa later."

SITUATION V--Get Liza to help do something in the classroom, such as putting out new modeling clay.

(NOTE: Later, explain to the student aide that Liza *needed* attention.)

Assignment Sheet #4--Evaluated to the satisfaction of the instructor

DEVELOPING A POSITIVE SELF-CONCEPT
UNIT I

TEST

NAME ______________________________ SCORE ________________

1. Match terms associated with developing a positive self-concept to the correct definitions. Write the correct numbers in the blanks.

_____a. What a person believes about himself/herself

_____b. Brothers and/or sisters

_____c. Ability to think or act without being told

_____d. People of about the same age or status

_____e. Ability to act with confidence or strong feelings

_____f. To stimulate active interest in an area

1. Siblings
2. Self-concept (self-image)
3. Peers
4. Assertiveness
5. Initiative
6. Motivate

2. State the method of developing a self-concept.

____

____

____

3. List four factors that affect development of a self-concept.

a. ____

b. ____

c. ____

d. ____

4. Select from the following list factors to consider in the development of a self-concept. Write an "X" in the blanks before the correct answers.

_____a. Children tend to accept evaluations made by others and strive to live up to an image, whether it is good or bad

_____b. Development of a positive self-concept is necessary to be successful in physical and motor, cognitive and language, and social and emotional development

_____c. Self-concept activities are not important in aiding the development of a positive self-concept

TEST

______d. Handicaps influence self-concepts

______e. Self-concepts are lowered as success is experienced in daily living skills

5. Distinguish between ways children show satisfaction and dissatisfaction with themselves. Write an "S" before ways children show satisfaction and a "D" before ways children show dissatisfaction, in the correct blanks.

______a. Show initiative

______b. Show courage

______c. Cooperate

______d. Lie

______e. Criticize

______f. Are self-confident

______g. Show anger

______h. Make excuses

______i. Are unselfish

______j. Tattle

______k. Are cheerful

6. Select from the following list teaching skills that encourage development of positive self-concepts. Write an "X" in the blanks before the correct answers.

______a. Enjoy experiences with the child

______b. Give directions as fast as possible

______c. Use a quiet, confident tone of voice

______d. Teach many ideas at one time

______e. Give each child an opportunity to do something he/she can succeed in

______f. Motivate the child with encouragement and approval

______g. Give suggestions or directions in a positive way

7. Describe ways caregivers can help children develop positive self-concepts.

a. Unselfishness-- ____

____

____

TEST

b. Being a good sport-- ____________________

____

____

c. Self-confidence-- ____________________

____

____

d. Cooperation-- ____________________

____

____

8. Complete the following chart of children's activities that help develop positive self-concepts. Describe two activities for each age group.

AGE	ACTIVITY
a. Infant	1) ____________________ ____________________
	2) ____________________ ____________________
b. Toddler	1) ____________________ ____________________
	2) ____________________ ____________________
c. Preschool-age	1) ____________________ ____________________
	2) ____________________ ____________________
d. School-age	1) ____________________ ____________________
	2) ____________________ ____________________

TEST

(NOTE: Test questions 9 through 12 are assignment sheets. They are an important part of this unit. If they have not been completed, check with your instructor.)

9. Observe children for development of self-concepts.

10. Plan activities for children to help them develop positive self-concepts.

11. Recommend ways caregivers can help children develop positive self-concepts.

12. Carry out activity that improves or supports a child's positive self-concept.

DEVELOPING A POSITIVE SELF-CONCEPT
UNIT I

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The points designated in parentheses are intended to be guidelines and should be adapted to meet the needs of each teaching-learning process. The point total is 200.)

1. (12 points)

   a. 2
   b. 1
   c. 5
   d. 3
   e. 4
   f. 6

2. (2 points)

   Developed through "real life" experiences with other people and the total environment

3. (4 points)

   Any four of the following:

   a. Parents
   b. Siblings
   c. Other relatives and significant others
   d. Environment
   e. Personal traits
   f. Experiences

4. (10 points)

   a, b, d

5. (22 points)

   a. S
   b. S
   c. S
   d. D
   e. D
   f. S
   g. D
   h. D
   i. S
   j. D
   k. S

ANSWERS TO TEST

6. (14 points)

   a, c, e, f, g

7. (15 points)

   Descriptions should include:

   a. 1) Encourage children to share and do kind things for others

      2) Reward any unselfish acts with praise

   b. Guide children and set good examples

   c. 1) Praise children when they try to do what is expected of them

      2) Praise their abilities

      3) Let them do things for themselves as soon as possible

   d. 1) Have children take part in chores

      2) Have group members do things together

      3) Let children know their help is valuable

8. (16 points)

   a. Any two of the following:

      1) Use baby's name when talking to him/her

      2) Name baby's body parts when playing

      3) Identify baby's clothes and belongings

      4) Talk to baby during bath time and dressing time

      5) Show baby pictures of him/herself

      6) Show baby reflection in mirror or glass

      7) Sing songs that include baby's name or body parts

   b. Any two of the following:

      1) Have toddler locate body parts

      2) Have toddler name body parts

      3) Move different parts of the body, talking about what you are doing

      4) Move body at different rates

      5) Have child imitate what you are doing

ANSWERS TO TEST

6) Have toddler practice using the body in many ways

7) Move and dance to music

8) Play games with the toddler

9) Draw child's handprint on paper, and draw an adult's handprint on another piece of paper; cut out and compare size

10) Help child make handprint in plaster plate and write date and name in plaster

11) Show toddler clothes worn during infancy and clothes worn now

12) Show toddler pictures of him/her as an infant and pictures now

c. Any two of the following:

1) Read books to child that emphasize feeling good about self

2) Help child make a chart or book of pictures cut from magazines that show how all childrean are alike

3) Have child lie on piece of newsprint; draw around figure and allow child to draw in body parts

4) Make a birthday chart and list each child's birthday

5) Make a wall chart with the height and weight of each child; measure and weigh periodically, noting changes

6) Use a tape recorder and record child's voice; allow child to listen to own voice

7) Show infant pictures and clothes to child and compare how he/she looks now

8) Practice making different shapes with the body

9) Write, or help children write their names on all their work

10) Have children step in a pan of water and make footprints on the cement

11) Allow children to make footprints and handprints using finger paints

12) Allow children to look in mirrors and find ways they all look alike and different

13) Sing songs, have finger plays, and play simple games with children

ANSWERS TO TEST

d. Any two of the following:

1) Help read/select books and articles that will help improve the child's self-concept

2) Teach child to write own name

3) Teach child to write and recite own address, phone number, and complete name

4) Allow child to operate tape recorder and record his/her own voice and other's voices

5) Allow children to make posters or booklets of children portraying different moods, such as happy, sad, angry, or tired

6) Help children complete a booklet illustrating things that belong to him/her

7) Provide children with dramatic play materials, allowing them to dress up and pretend that they are someone else

8) Provide a full-length mirror for children to use to explore individual characteristics

9) Provide a magnifying glass for children to use to explore skin, fingers, and hair

10) Help make a silhouette of each child, using a flashlight to throw a shadow on the wall, and trace around the shadow; have children identify their own "shadows"

11) Make a map of the area and help each child locate exactly where he/she lives

12) Assist in a puppet play, allowing children to "act out" different roles, professions, or moods

13) Encourage children to share with peers, important ideas and experiences as they happen

9. Evaluated to the satisfaction of the instructor (20 points)

10. Evaluated to the satisfaction of the instructor (40 points)

11. Evaluated to the satisfaction of the instructor (25 points)

12. Evaluated to the satisfaction of the instructor (20 points)

DEVELOPING DAILY LIVING SKILLS
UNIT II

UNIT OBJECTIVE

After completing this unit, the student should be able to help children develop daily living skills. This knowledge will be shown by completing assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with developing daily living skills to the correct definitions.
2. List examples of daily living skills.
3. Distinguish among daily living skills of infants, toddlers, preschool-age and school-age children.
4. Select from a list requirements for developing daily living skills.
5. Select from a list teaching skills needed to encourage development of daily living skills.
6. Describe ways caregivers can help children develop specific daily living skills.
7. Observe children for development of daily living skills.
8. Plan activities to help children develop daily living skills.
9. Plan children's snacks and meals that allow self-feeding.
10. Select children's clothing that allows self-dressing.
11. Recommend ways caregivers can help children develop daily living skills.
12. Carry out daily living skill activity.

DEVELOPING DAILY LIVING SKILLS
UNIT II

SUGGESTED ACTIVITIES

I. Suggested activities

A. Order films, filmstrips, or other materials planned to supplement unit.

B. Provide students with objective sheet.

C. Provide students with information and assignment sheets.

D. Discuss unit and specific objectives.

E. Discuss information and assignment sheets.

F. Adapt materials for special needs students.

G. Have students brainstorm additional daily living skills that might be added to objective #2.

H. Allow students to make a collage illustrating children involved in various daily living skills.

I. Help students arrange for observation sites necessary for the completion of Assignment Sheet #1.

J. Invite resource person to class to discuss information included in objective # 4. This resource person might be a doctor, a child care center worker, or a counselor. Have resource person add to list in objective #4.

K. Invite a preschool teacher, a teacher from kindergarten, and a teacher from first or second grade. Have this panel of teachers discuss teaching skills necessary to encourage development of daily living skills.

L. Have students roleplay situations that might happen as children develop daily living skills. After each roleplay discuss ways caregivers can assist children in developing the daily living skill demonstrated in the roleplay situation.

M. Gather resources to assist students in completing Assignment Sheet #2. These resources might include textbooks, magazines, or pattern books. Activities are available from Home Economics Cooperative Extension Service, Oklahoma State University, Stillwater, Oklahoma 74078.

N. Allow students to create a display of items that are available to motivate children to care for themselves.

EXAMPLES: Bath mitt, toothbrush

O. Discuss hygienic practices that should be used and encouraged with children.

SUGGESTED ACTIVITIES

P. Give test.

Q. Reteach if necessary.

II. Instructional materials

A. Objective sheet

B. Suggested activities

C. Information sheet

D. Assignment sheets

1. Assignment Sheet #1--Observe Children for Development of Daily Living Skills
2. Assignment Sheet #2--Plan Activities to Help Children Develop Daily Living Skills
3. Assignment Sheet #3--Plan Children's Snacks and Meals that Allow Self-feeding
4. Assignment Sheet #4--Select Children's Clothing that Allows Self-dressing
5. Assignment Sheet #5--Recommend Ways Caregivers Can Help Children Develop Daily Living Skills
6. Assignment Sheet #6--Carry Out Daily Living Skill Activity

E. Answers to assignment sheets

F. Test

G. Answers to test

III. Unit references

A. Benson, Ann. *Occupational Child Development.* Stillwater: Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1975.

B. Draper, Thomas; Ganong, Marilyn Coleman; and Goodell, Virginia. *See How They Grow: Concepts in Child Development and Parenting.* New York: Butterick Publishing, 1980.

C. Truitt, Debbie; and Benson Ann. *Home Economics II: Basic Core.* rev. ed. Stillwater: Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1980.

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D. Baker, Katherine Read; and Fane, Xenia F. *Understanding and Guiding Young Children*. 3rd ed. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1975.

E. Draper, Mary Wanda; and Draper, Henry E. *Caring For Children*. rev. ed. Peoria, Illinois: Chas. A. Bennett Co., Inc., 1979.

F. Hurlock, Elizabeth B. *Child Growth and Development*. 5th ed. New York: Webster Division, McGraw-Hill Book Company, 1978.

G. Draper, Mary Wanda; and Polk, Lenorah Barnes. *Caring For Children: Teacher's Resource Guide*. Peoria, Illinois: Chas. A. Bennett Co., Inc., 1979.

DEVELOPING DAILY LIVING SKILLS
UNIT II

INFORMATION SHEET

I. Terms and definitions

   A. Daily living skills--Abilities learned by children that allow them to care for themselves and to be independent

   B. Self-help skills--Abilities learned by children that make it possible for them to do things for themselves

   C. Social-help skills--Abilities learned by children that make it possible for them to assist others

II. Examples of daily living skills (Assignment Sheet #1)

   A. Self-help skills

      1. Bathing
      2. Dressing
      3. Feeding
      4. Brushing teeth
      5. Grooming
      6. Using toilet without help

   B. Social-help skills

      1. Setting table
      2. Putting away toys
      3. Making bed
      4. Emptying wastebaskets
      5. Helping prepare snacks and meals
      6. Helping clean dining and kitchen areas after snacks and meals
      7. Helping fold and put up laundry
      8. Dusting furniture
      9. Hanging up coat or sweater

INFORMATION SHEET

III. Daily living skills of infants, toddlers, preschool-age children, and school-age children (Assignment Sheet #2)

(NOTE: Readiness is a factor in the development of these skills and will vary with each child.)

A. Infant--Begins self-feeding

B. Toddler

1. Manipulates table utensils
2. Drinks from cup
3. Washes front of body, with help, at bath time
4. Washes hands and face
5. Selects clothing from choices given
6. Undresses
7. Dresses in simple, easy-to-put-on clothing
8. Uses toilet with increasing independence

C. Preschool-age

1. Hangs up coat and sweater
2. Refines ability to use table utensils
3. Puts away toys
4. Dresses, except for tying bows or shoe laces
5. Brushes teeth
6. Brushes hair

D. School-age

1. Washes back and neck
2. Shampoos hair
3. Dresses completely, including tying shoe laces
4. Dusts furniture
5. Helps fold and put up laundry
6. Helps clean dining and kitchen areas after snacks and meals
7. Helps prepare snacks and meals

INFORMATION SHEET

8. Empties wastebaskets

9. Makes bed

10. Sets table

11. Washes dishes

IV. Requirements for developing daily living skills

A. Readiness to learn

B. Strong desire to learn

C. Encouragement

D. Chances to practice until the skill is mastered

E. Good models

F. Guidance and supervision of practice

G. Few distractions

V. Teaching skills needed to encourage development of daily living skills

A. Give suggestions or directions in a positive way

EXAMPLE: Tell the child what to do rather than what not to do

B. Use a quiet, confident tone of voice

(NOTE: Children seem to listen and pay more attention when you speak quietly than when you raise your voice. When you speak in a confident tone, they feel that you mean what you say rather than if you use a demanding, bossy tone.)

C. Give directions in as few words as possible and use simple words

(NOTE: Giving directions in this manner makes it possible for children to easily understand what is being said.)

D. Offer the child a choice ONLY when you intend to leave the choice up to the child

EXAMPLE: If you are wanting the child to close the door, say "Please close the door now" rather than saying "Would you like to close the door?"

E. Give the child plenty of time to finish playing, if possible

(NOTE: Remember that a child's play is his/her work. The child should be allowed to finish play just as you like to finish a job.)

INFORMATION SHEET

F. Make desirable behavior interesting

EXAMPLE: Rather than saying "Let's put up the toys now," make a game out of it by loading small toys in a dump truck and driving them to the dump (the shelf)

G. Give child only as much help as is needed or asked for

(NOTE: This will help the child to become independent.)

H. Motivate the child with encouragement and approval

(NOTE: This is one of the basic ways children learn what is expected. Children like approval of adults, and they gain satisfaction when winning their approval.)

VI. Ways caregivers can help children develop specific daily living skills (Assignment Sheets #3, #4, #5, and #6)

A. Self-feeding

1. Provide children with finger foods

2. Serve meals in a quiet place, since children become distracted easily

3. Provide utensils that are suited to child's size and motor coordination

   EXAMPLES: Small spoons, forks, and knives made of stainless steel or plastic are lighter than adult-sized utensils or those made of silver; plastic cups and glasses are lighter than those made of glass and are easier to hold

4. Serve meals to young children in a place where it is all right if messes are made

5. Keep portions of food for children in proportion to their food needs

   EXAMPLE: Serve a toddler "toddler-size" portions and not the quantity that adults would eat

B. Self-dressing

1. Provide a place with few distractions when young child is first learning to dress

INFORMATION SHEET

2. Provide clothes that will aid self-dressing

   EXAMPLES: Front, or easy-to-reach, openings in same location on all garments; same kind of fasteners on all garments; roomy neck openings; medium-sized buttons; buttons not too close if in one row; buttonholes, rather than loops; extra large pull on zipper; grippers, easy to manage, rather than hooks and eyes; elastic waist inserts rather than zipper and fastener; markings to tell front from back; shoes that buckle and do not have a tongue; clothes that teach right and left

3. Allow child to do all he or she can to dress self before offering help

C. Self-bathing

1. Provide water toys and allow time for splashing and water play

2. Make bathing a routine

3. Allow toddler to wash front of body and hands and face, and partially towel dry

4. Allow older children to attempt hair washing and bathing and drying more body parts

5. Purchase toys and other articles to make bath time more fun

   EXAMPLES: Bath mitts; specially-shaped soap; special towels and washcloths; special back washer

6. Help child unwind and look forward to bath time

   (NOTE: Bringing a child inside when he or she is totally involved in play with not be a popular move; provide a quiet activity, such as a story, before bath time.)

D. Self-grooming

1. Provide child own toothbrush, hair brush, and comb

2. Keep child's hair cut in a style that is easy to manage and maintain

3. Establish routines for toothbrushing and hair care

4. Help child learn how to care for teeth and hair

INFORMATION SHEET

E. Using toilet without help

1. Begin toilet training when the child shows interest, makes progress, has regular bowel movements, and communicates this need
2. Accept accidents without scolding
3. Maintain a calm, casual, and objective attitude about toileting
4. Give toddler a toy to play with while on toilet seat to help take child's mind off the reason for being there

   (NOTE: This will help relieve tension, making it easier for the child to eliminate.)
5. Provide equipment suited to the child's size and stage of development to make training easier and less frightening
6. Keep in mind that the learning process will be long, with many setbacks

F. Social-help

1. Allow and encourage young child to help with housekeeping tasks

   (NOTE: Young children that enjoy helping with household chores will be more eager to learn the skills needed to be a real help when they grow older.)
2. As children grow, assign specific responsibilities that should be done regularly

   EXAMPLES: Putting toys away; dusting; making bed; helping with laundry; setting table; emptying wastebaskets

DEVELOPING DAILY LIVING SKILLS
UNIT II

ASSIGNMENT SHEET #1--OBSERVE CHILDREN FOR DEVELOPMENT OF DAILY LIVING SKILLS

NAME________________________ SCORE ________________

Observing children for development of daily living skills will give you a chance to learn more about ways children develop and learn. Hopefully, it will also give you an opportunity to observe caregivers and how they assist children in developing daily living skills.

This assignment sheet can be completed in parts or it may be duplicated and used for many observations. Keep in mind that your observation reports will vary depending on the time of day and length of the observation. They will also vary depending on the settings you observe in and the specific ages of the children. Use unit information and other resources to help you complete this assignment. Take time to discuss your observation as a class after completing this assignment.

(NOTE: All skills will not be observed at all stages.)

(CAUTION: KEEP IN MIND THAT OBSERVATION REPORTS ARE CONFIDENTIAL.)

ASSIGNMENT SHEET #1

PART I

OBSERVE INFANT'S DEVELOPMENT OF DAILY LIVING SKILLS

First name of child-- ____________________

Age-- ____________________ Sex- ____________________

Setting-- ____________________

Date-- ____________________ Time of observation-- ____________________

Length of observation-- ____________________

A. Record instances of the infant's development of the following daily living skills.

1. Self-feeding-- ____________________

____

____

2. Self-dressing-- ____________________

____

____

3. Self-bathing-- ____________________

____

____

4. Self-grooming-- ____________________

____

____

5. Social-help-- ____________________

____

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____

ASSIGNMENT SHEET #1

B. What type of help did the caregiver provide the infant in developing daily living skills?

____

____

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____

____

C. Do you feel that the infant has developed daily living skills characteristic of his/her age?

____

D. Are there any recommendations that you would make for ways to help the infant further develop the daily living skills that you observed?

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ASSIGNMENT SHEET #1

PART II

OBSERVE TODDLER'S DEVELOPMENT OF DAILY LIVING SKILLS

First name of child--____

Age--____________________ Sex-- ____________________

Setting-- ____

Date-- ____________________ Time of observation--________________

Length of observation--____________________________________

A. Record instances of the toddler's development of the following daily living skills.

1. Self-feeding-- ____

2. Self-dressing-- ____

3. Self-bathing-- ____

4. Self-grooming-- ____

5. Using toilet without help-- ________________________________

6. Social-help-- ____

ASSIGNMENT SHEET #1

B. What type of help did the caregiver provide the toddler in developing daily living skills?

C. Do you feel that the toddler has developed daily living skills characteristic of his/her age?

D. Are there any recommendations that you would make for ways to help the toddler further develop the daily living skills that you observed?

ASSIGNMENT SHEET #1

PART III

OBSERVE PRESCHOOL-AGE CHILD'S DEVELOPMENT OF DAILY LIVING SKILLS

First name of child--____________________________

Age--________________ Sex-- ________________

Setting-- ____________________________

Date--________________ Time of observation--________________

Length of observation--____________________________

A. Record instances of the preschool-age child's development of the following daily living skills.

1. Self-feeding-- ____________________________

2. Self-dressing-- ____________________________

3. Self-bathing-- ____________________________

4. Self-grooming-- ____________________________

5. Using toilet without help-- ____________________________

6. Social-help-- ____________________________

ASSIGNMENT SHEET #1

B. What type of help did the caregiver provide the preschool-age child in developing daily living skills?

C. Do you feel that the preschool-age child has developed daily living skills characteristic of his/her age?

D. Are there any recommendations that you would make for ways to help the preschool-age child further develop the daily living skills that you observed?

ASSIGNMENT SHEET #1

PART IV

OBSERVE SCHOOL-AGE CHILD'S DEVELOPMENT OF DAILY LIVING SKILLS

First name of child-- ________________

Age-- ________________ Sex-- ________________

Setting-- ________________

Date-- ________________ Time of observation-- ________________

Length of observation-- ________________

A. Record instances of the school-age child's development of the following daily living skills.

1. Self-feeding-- ________________
2. Self-dressing-- ________________
3. Self-bathing-- ________________
4. Self-grooming-- ________________
5. Using toilet without help-- ________________
6. Social-help-- ________________

ASSIGNMENT SHEET #1

B. What type of help did the caregiver provide the school-age child in developing daily living skills?

____

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____

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____

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____

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C. Do you feel that the school-age child has developed daily living skills characteristic of his/her age?

____

D. Are there any recommendations that you would make for ways to help the school-age child further develop the daily living skills that you observed?

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DEVELOPING DAILY LIVING SKILLS
UNIT II

ASSIGNMENT SHEET #2--PLAN ACTIVITIES TO HELP CHILDREN DEVELOP DAILY LIVING SKILLS

NAME ______________________ SCORE ______________

Planning activities for children of various stages and ages is challenging. It can also be very rewarding to carry out the activities that you plan. Study unit information on the daily living skills developed during the various stages. Use unit information and additional references, such as catalogs, magazines, textbooks, and pattern books, as you list toys, games, or activities for each of the stages and ages of children listed. These will help children of various ages develop daily living skills. Also, list the daily living skill that will be further developed through the toy, game, or activity that you list.

INFANT STAGE	
TOY, GAME, ACTIVITY	DAILY LIVING SKILL
EXAMPLE: Doll and comb	Self-grooming

TODDLER STAGE	
TOY, GAME, ACTIVITY	DAILY LIVING SKILL
EXAMPLE: Doll with doll clothes	Self-dressing

ASSIGNMENT SHEET #2

PRESCHOOL STAGE	
TOY, GAME, ACTIVITY	**DAILY LIVING SKILL**
EXAMPLE: Toy dishes	Setting table

SCHOOL-AGE STAGE	
TOY, GAME, ACTIVITY	**DAILY LIVING SKILL**
EXAMPLE: Clear table after lunch	Cleaning dining area

DEVELOPING DAILY LIVING SKILLS
UNIT II

ASSIGNMENT SHEET #3--PLAN CHILDREN'S SNACKS AND MEALS THAT ALLOW SELF-FEEDING

NAME ______________________ SCORE ______________

There is no way you can be by the side of each child during snack time or mealtime. This is one reason for the importance of planning snacks and meals that are both nutritious and that allow for self-feeding.

It is your turn to plan snacks and meals for the children in the child-care center. Your task is to plan snacks and meals that meet the nutritional needs of the children and also allow for the children to eat with a minimum of help from caregivers. Use the space below as you plan snacks and meals for one of the stages listed below.

Circle the group for which your are planning.

PART I

INFANT STAGE	TODDLER	PRESCHOOL-AGE	SCHOOL-AGE
Breakfast			
Morning Snack			
Lunch			
Afternoon Snack			

DEVELOPING DAILY LIVING SKILLS
UNIT II

ASSIGNMENT SHEET #4--SELECT CHILDREN'S CLOTHING THAT ALLOWS SELF-DRESSING

NAME ______________________ SCORE ______________

Selecting clothing for children that they can both put on and take off by themselves is challenging. Study unit information and magazines and catalogs that picture clothing for children. You might also want to visit a children's clothing store, or department store that carries children's clothing, before completing this assignment sheet. Clip pictures from catalogs, newspapers, magazines, or other available resources to illustrate your selection of clothing for each of the stages of children to this assignment sheet. Answer questions that follow concerning your clothing selections.

PART I

INFANT STAGE

A. Why did you make these clothing selections? ______________________

____

B. How will these clothing items allow for ease in dressing? ______________________

____

____

____

____

PART II

TODDLER STAGE

A. Why did you make these clothing selections? ______________________

____

____

____

B. How will these clothing items allow for self-dressing? ______________________

____

____

____

____

ASSIGNMENT SHEET #4

PART III

PRESCHOOL STAGE

A. Why did you make these clothing selections?

B. How will these clothing items allow for self-dressing?

PART IV

SCHOOL-AGE STAGE

A. Why did you make these clothing selections?

B. How will these clothing items allow for self-dressing?

DEVELOPING DAILY LIVING SKILLS
UNIT II

ASSIGNMENT SHEET #5--RECOMMEND WAYS CAREGIVERS CAN HELP CHILDREN DEVELOP DAILY LIVING SKILLS

NAME ______________________________ SCORE ____________________

Caregivers of children spend some time each day helping and guiding children--teaching them daily living skills that will enable them to care for themselves and to be independent. Described are several situations that are typical of children. Read each of the situations carefully and recommend the caregiver's role in handling each situation so that daily living skills are further developed. Write your recommendation to the caregiver for handling each situation.

SITUATION I

Tommy does not want to brush his teeth.

How could the caregiver handle this situation?

____

____

____

____

____

SITUATION II

During nap time, all twenty-five children must take their shoes off. It is very time consuming to help each child figure out right from left when it is time to put them back on.

How could the caregiver handle this situation?

____

____

____

____

____

ASSIGNMENT SHEET #5

SITUATION III

It is time to go outside and Emily has her coat on upside down.

How could the caregiver handle this situation?

SITUATION IV

John leaves his napkin and paper cup on the table after lunch without putting them in the proper place.

How could the caregiver handle this situation?

SITUATION V

Chuck gets hot and pulls his sweater off, dropping it to the floor where he is standing.

How could the caregiver handle this situation?

DEVELOPING DAILY LIVING SKILLS
UNIT II

ASSIGNMENT SHEET #6–CARRY OUT DAILY LIVING SKILL ACTIVITY

NAME______________________________ SCORE __________________

Many activities can be carried out with children that will assist in developing daily living skills. Cloth books using zipping, buttoning, and lacing activities; and playing games in the bathtub or play room are only a few. Select one daily living skill that you would like to help a child develop. Study available resources, such as textbooks, catalogs, magazines, or children's activity books, to find suggestions for such activities. In the space provided below, make plans for the daily living skill activity. Next, carry out your activity with a child or group of children. Answer the questions that follow your plan to evaluate your activity.

Daily living skill being taught--______________________________

Activity plans

____

____

____

____

Supplies neeeded--____________________________________

____

____

____

A. How many children were involved in the activity?__________________

B. What were their ages?______________________________

C. Did you feel that the activity was successful?__________________

Why or why not? ______________________________

____

____

D. How did this activity encourage the development of this daily living skill?

____

____

____

DEVELOPING DAILY LIVING SKILLS
UNIT II

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1--Evaluated to the satisfaction of the instructor

Assignment Sheet #2--Evaluated to the satisfaction of the instructor

Assignment Sheet #3--Evaluated to the satisfaction of the instructor

Assignment Sheet #4--Evaluated to the satisfaction of the instructor

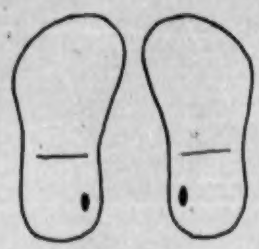
Assignment Sheet #5

(NOTE: Answers may vary.)

SITUATION I--Let the child watch you brushing your teeth. This will make the child more interested in toothbrushing

SITUATION II--Mark left and right shoes with dots so when shoes are on the floor the dots will be together

EXAMPLE:



SITUATION III

A. Say, "Let's put your coat on so we can tie the hood."

B. Show child how to put coat on correctly by placing coat on table with top of coat next to the child. Have child put arms in sleeves and lift coat over head. Using this technique the child can get the coat on correctly

SITUATION IV--Ask John if he remembers what he is supposed to do with his cup and napkin

SITUATION V--Remind Chuck that the sweater goes in his locker or on the coat hook

Assignment Sheet #6--Evaluated to the satisfaction of the instructor

DEVELOPING DAILY LIVING SKILLS
UNIT II

TEST

NAME ______________________________ SCORE ____________________

1. Match terms associated with developing daily living skills to the correct definitions. Write the correct numbers in the blanks.

______a. Abilities learned by children that make it possible for them to assist others

______b. Abilities learned by children that make it possible for them to do things for themselves

______c. Abilities learned by children that allow them to care for themselves and to be independent

1. Self-help skills
2. Social-help skills
3. Daily living skills

2. List nine examples of daily living skills.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

f. ______________________________

g. ______________________________

h. ______________________________

i. ______________________________

3. Distinguish among daily living skills of infants, toddlers, preschool-age, and school-age children. Place an "I" before infant, a "T" before toddler, a "P" before preschool-age, and an "S" before school-age in the blanks before the stage that the daily living skill is first accomplished.

______a. Hangs up coat and sweater

______b. Washes hands and face

______c. Dresses completely, including tying shoe laces

______d. Brushes teeth

______e. Begins self-feeding

TEST

_____f. Shampoos hair

_____g. Puts away toys

_____h. Drinks from cup

_____i. Uses toilet with increasing independence

_____j. Washes front of body, with help, at bath time

4. Select from the following list requirements for developing daily living skills. Write an "X" in the blanks before the correct answers.

_____a. Guidance and supervision of practice

_____b. Readiness to learn

_____c. Practicing same skill in same manner each day

_____d. Encouragement

_____e. Good models

5. Select from the following list teaching skills needed to encourage development of daily living skills. Write an "X" in the blanks before the correct answers.

_____a. Motivate the child with encouragement and approval

_____b. Make desirable behavior interesting

_____c. Offer the child a choice ONLY when you intend to leave the choice up to the child

_____d. Give directions in as many words as possible

_____e. Give suggestions or directions in a positive way

6. Describe ways caregivers can help children develop specific daily living skills.

a. Self-feeding-- ____

____

____

____

____

TEST

b. Self-dressing--

c. Self-bathing--

d. Using toilet without help--

(NOTE: Test questions 7-12 are assignment sheets; they are an important part of this unit. If they have not been completed, check with your instructor.)

7. Observe children for development of daily living skills.
8. Plan activities to help children develop daily living skills.
9. Plan children's snacks and meals that allow self-feeding.
10. Select children's clothing that allows self-dressing.
11. Recommend ways caregivers can help children develop daily living skills.
12. Carry out daily living skill activity.

DEVELOPING DAILY LIVING SKILLS
UNIT II

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The points designated in parentheses are intended to be guidelines and should be adapted to meet the needs of each teaching-learning process. The point total is 250.)

1. (6 points)

   a. 2

   b. 1

   c. 3

2. (9 points)

   Any nine of the following:

   a. Bathing

   b. Dressing

   c. Feeding

   d. Brushing teeth

   e. Grooming

   f. Using toilet without help

   g. Setting table

   h. Putting away toys

   i. Making bed

   j. Emptying wastebaskets

   k. Helping prepare snacks and meals

   l. Helping clean dining and kitchen areas after snacks and meals

   m. Helping fold and put up laundry

   n. Dusting furniture

   o. Hanging up coat or sweater

ANSWERS TO TEST

3. (20 points)

   a. P
   b. T
   c. S
   d. P
   e. I
   f. S
   g. P
   h. T
   i. T
   j. T

4. (10 points)

   a, b, d, e

5. (10 points)

   a, b, c, e

6. (20 points)

   Descriptions should include:

   a. 1) Provide children with finger foods
      2) Serve meals in a quiet place, since children become distracted easily
      3) Provide utensils that are suited to child's size and motor coordination
      4) Serve meals to young children in a place where it is all right if messes are made
      5) Keep portions of food for children in proportion to their food needs

   b. 1) Provide a place with few distractions when young child is first learning to dress
      2) Provide clothes that will aid self-dressing
      3) Allow child to do all he or she can to dress self before offering help

   c. 1) Provide water toys and allow time for splashing and water play
      2) Make bathing a routine
      3) Allow toddler to wash front of body and hands and face, and partially towel dry
      4) Allow older children to attempt hair washing and bathing and drying more body parts
      5) Purchase toys and other articles to make bath time more fun
      6) Help child unwind and look forward to bath time

ANSWERS TO TEST

d. 1) Begin toilet training when the child shows interest, makes progress, has regular bowel movements, and communicates this need

   2) Accept accidents without scolding

   3) Maintain a calm, casual, and objective attitude about toileting

   4) Give toddler a toy to play with while on toilet seat to help take child's mind off the reason for being there

   5) Provide equipment suited to the child's size and stage of development to make the training easier and less frightening

   6) Keep in mind that the learning process will be long, with many setbacks

7. Evaluated to the satisfaction of the instructor (40 points)

8. Evaluated to the satisfaction of the instructor (25 points)

9. Evaluated to the satisfaction of the instructor (25 points)

10. Evaluated to the satisfaction of the instructor (40 points)

11. Evaluated to the satisfaction of the instructor (25 points)

12. Evaluated to the satisfaction of the instructor (20 points)

GUIDANCE AND DISCIPLINE
UNIT III

UNIT OBJECTIVE

After completing this unit, the student should be able to guide and discipline children. This knowledge will be shown by completing assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with guidance and discipline to the correct definitions.
2. Match ways children learn behavior to the correct descriptions.
3. Select from a list common goals of children's misbehavior.
4. Select from a list helpful guidance techniques.
5. Match elements of guidance and discipline to the correct descriptions.
6. Distinguish between common guidance and discipline approaches.
7. Select from a list facts to consider concerning discipline.
8. List techniques used in discipline.
9. Observe caregiver's guidance and discipline techniques.
10. Recommend ways to verbally guide children.
11. Recommend ways to guide children through action.
12. Distinguish between acceptable and unacceptable discipline techniques.
13. Recommend ways to discipline children.

GUIDANCE AND DISCIPLINE
UNIT III

SUGGESTED ACTIVITIES

I. Suggested activities

A. Order films, filmstrips, or other materials planned to supplement unit.

Draper, Mary Wanda; and Draper, Henry E. *Caring for Children.* Peoria, Illinois: Chas. A. Bennett Co., Inc., 1979. (Chapters 15, 16, and 17.)

B. Provide students with objective sheet.

C. Provide students with information and assignment sheets.

D. Discuss unit and specific objectives.

E. Discuss information and assignment sheets.

F. Adapt materials for special needs students.

G. Assist students in making arrangements to complete observation in Assignment Sheet #1.

H. Have students remember temper tantrums they threw as children. Have students write essays describing the causes and how the students felt about their individual temper tantrums; also, have them describe the results of their temper tantrums.

I. Arrange for a panel to discuss methods of punishing young children. Among items to include in the discussion include the following points:

1. How can a parent punish a child without causing resentful feelings?
2. How does self-discipline grow from parental training?

J. Have students study laws and policies involving child abuse and child neglect. Discuss how you should handle a situation where you have reason to believe a child who comes to your care center has been abused or neglected. Invite a resource person, such as a police officer, to discuss local child abuse and neglect laws.

K. Have students interview parents of various ages and ask each what guidance and discipline philosophies they used with their children.

L. Have students roleplay situations in Assignment Sheets #2, #3, and #5 to assist in seeking solutions to individual situations.

M. Lead class discussion on the saying "Spare the rod and spoil the child." Discuss how this saying compares to students' philosophies concerning guidance and discipline.

N. Assign outside readings from *Caring for Children,* chapters 15, 16, and 17.

O. Give test.

P. Reteach if necessary.

SUGGESTED ACTIVITIES

II. Instructional materials

- A. Objective sheet
- B. Suggested activities
- C. Information sheet
- D. Assignment sheets
    1. Assignment Sheet #1--Observe Caregiver's Guidance and Discipline Techniques
    2. Assignment Sheet #2--Recommend Ways to Verbally Guide Children
    3. Assignment Sheet #3--Recommend Ways to Guide Children Through Action
    4. Assignment Sheet #4--Distinguish Between Acceptable and Unacceptable Discipline Techniques
    5. Assignment Sheet #5--Recommend Ways to Discipline Children
- E. Answers to assignment sheets
- F. Test
- G. Answers to test

III. Unit references

A. Draper, Mary Wanda; and Draper, Henry E. *Caring for Children*. Peoria, Illinois: Chas. A. Bennett Co., Inc., 1979.

B. Benson, Ann. *Occupational Child Development*. Stillwater: Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1975.

C. Hurlock, Elizabeth B. *Child Growth and Development*. New York: Webster Division/McGraw-Hill Book Company, 1978.

D. Solsrud, Leah O.; and Elling, Betsey L. *Understanding Child Development*. Tony, Wisconsin: Homemaking Research Laboratories, 1972.

E. Crary, Elizabeth. *Without Spanking or Spoiling: A Practical Approach to Toddler and Preschool Guidance.* Seattle, Washington: Parenting Press, 1979.

GUIDANCE AND DISCIPLINE
UNIT III

INFORMATION SHEET

I. Terms and definitions

  A. Guidance--Leading or directing behavior

  B. Discipline--Process of correcting, molding, strengthening, improving, and eventually helping children learn to control their own actions

  (NOTE: Disciplining does not mean punishing.)

  C. Conscience--Awareness of one's own conduct, intentions, or character, combined with a feeling of obligation to do the right thing or behave well

II. Ways children learn behavior

  A. Imitation--Modeling their behavior after someone they identify with

  B. Reinforcement--An approach used to strengthen a particular behavior

  C. Insight--Being able to think and reason in order to understand

  (NOTE: Insight promotes understanding and is directly related to where the child is in his or her cognitive development.)

III. Common goals of children's misbehavior

  A. Attract attention

  B. Gain approval and recognition

  C. Feel important

  D. Prove abilities or compensate for weaknesses or failures

  E. Gain power

  F. Retaliate

IV. Helpful guidance techniques (Assignment Sheet #1)

  A. Use loving guidance

  (NOTE: When children are afraid, they become tense and nervous, and are less able to take part in activities.)

  B. Focus on "dos" instead of "don'ts"

  (NOTE: Say, "Just look" instead of "Don't touch.")

  C. Build confidence

  (NOTE: A child who has self-confidence approaches tasks eagerly and is willing to try new things.)

INFORMATION SHEET

D. Change the environment to change behavior

(NOTE: Study causes of misbehavior, and if there is something in the environment that causes misbehavior often, try to modify the environment.)

E. Define the child's boundaries

(NOTE: A child will be more cooperative if allowed to make decisions within the limits of the boundaries.)

F. Accept the child's decision if you give a choice

G. Set a good example

H. Listen to the child for clues to behavior

I. Listen to yourself

(NOTE: This will help you evaluate the guidance and discipline approaches that you are using.)

J. Give directions in as few words as possible, using very simple language

K. Use a quiet, confident tone of voice when speaking to children

L. Think ahead

(NOTE: Consider decisions you make and how they will affect the child's growth and development.)

M. Set up a routine to help children know what is expected

N. Initiate activities so children will be willing to participate

O. Plan care program

(NOTE: Plans should be completed in advance of each quarter and should include time for children to interact as they wish.)

P. Be firm and consistent

Q. Help children release aggressive feelings

EXAMPLE: Provide physical activities such as pounding blocks, soccer, or balloon designed for hitting

R. Make desirable behavior attractive, interesting, and rewarding

S. Help children accept the consequences of inappropriate behavior

T. Prevent children from injuring themselves or others

U. Provide activities that do not require all children to do the same thing

INFORMATION SHEET

V. Organize small groups of children for activities and play

W. Get down to the child's level, both physically and verbally, when communicating

X. Let the child learn to be independent

Y. Provide transitional activities

Z. Remember that children have short attention spans

AA. Maintain consistent rules or limits

(NOTE: There should be as few rules as possible; a child will learn quickly if you are firm and matter-of-fact in maintaining limits or rules.)

BB. Refrain from becoming involved in a power struggle with children

(NOTE: No one will win. Differences can be resolved without victory or defeat.)

V. Elements of guidance and discipline

A. Education--Teaching children what is expected

B. Positive reinforcement--Encouraging, praising, approving, and giving special recognition to children upon accomplishment or attempt of doing what is expected

C. Punishment--Imposing a penalty for misbehavior

(NOTE: Discipline suggests punishment that is intended to help you gain control of the child and help the child establish self-control. It does not imply spanking or other forms of physical abuse.)

VI. Common guidance and discipline approaches

A. Authoritarian

1. Little or no stress is put on explanations
2. Children are expected to accept rules without question
3. Rewards are not given often for fear of spoiling the child
4. Physical punishment is given for misbehavior without any attempt to find out cause of misbehavior

B. Permissive

1. Few rules are set and little guidance is given
2. Children are expected to get satisfaction from the social approval good behavior brings

INFORMATION SHEET

3. Children learn, from the results of the misbehavior, that they have done the wrong thing

C. Authoritative

(NOTE: This is sometimes referred to as the democratic approach.)

1. Stress is on explaining rules and the reasons for them
2. Rules are repeated until children learn them
3. Praise is used freely for correct behavior, or children's attempts to do what they know is expected
4. Other rewards are given for repeated good behavior
5. Punishment is saved for purposely misbehaving
6. Children are given a chance to explain why they misbehaved before punishment is decided
7. Physical punishment is rarely used; instead, punishment is directly related to the misbehavior

VII. Facts to consider concerning discipline

A. When disciplining, be firm, but loving

B. Be consistent

C. If a child engages in unsafe play, stop the play and explain why it was stopped; then, show the child what he/she may do

D. If the child gets angry, be firm and do not get angry in return

(NOTE: Power struggles should be avoided.)

E. Let children handle their own conflicts whenever they can

(NOTE: Children learn from having conflicts and settling them constructively.)

F. When attempting to settle a conflict, speak quietly; get the children's attention first and call them by name

G. If conflicts are repeated, observe closely to see at what point the difficulty starts, and help the children change what they are doing at that point

H. If punishment is necessary, be sure it is not more severe than the misbehavior

I. Correct children immediately after they misbehave

J. Tell children why they are being disciplined

INFORMATION SHEET

K. Be calm when talking to children about their misbehavior

L. Let children know your love for them does not stop because they have done something wrong

EXAMPLE: Tell John that you love him, but that you dislike what he did

VIII. Techniques used in discipline (Assignment Sheets #2, #3, #4, and #5)

A. Disapproval

B. Ignoring the child or behavior

(NOTE: If the behavior is a means for gaining attention, ignoring the child or the behavior may help; there are certain types of behavior that cannot be ignored.)

C. Deprivation of special privileges

EXAMPLE: Missing a favorite TV program

D. Isolation with support

(NOTE: Isolation is effective since most children do not like to be alone; isolation, as punishment tends to be poor if the child is shy or lacks self-confidence.)

EXAMPLES: Child sitting in a chair or being sent to his/her room

(CAUTION: Dark places, standing in a corner, or prolonged isolation should not be used.)

GUIDANCE AND DISCIPLINE
UNIT III

ASSIGNMENT SHEET #1--OBSERVE CAREGIVER'S GUIDANCE AND DISCIPLINE TECHNIQUES

NAME ______________________ SCORE ______________

The goal of guiding and disciplining children is to help them learn what is acceptable and what is not so they will choose acceptable behavior on their own. As you observe guidance and discipline techniques used by a caregiver, you will have a chance to learn more about children and how guidance and discipline contributes to their overall development and growth.

Use unit information and other resources to help you complete this assignment sheet. Take time to discuss your observation as a class afterward. Keep in mind that observation reports are confidential.

Experience of caregiver-- ______________________________

Number of children present-- __________ Number of adults present-- __________

Date-- ______________________ Time of observation-- __________

Length of observation-- ______________________________

PART I

Describe as many situations as possible in which there was evidence of the caregiver using the following guidance techniques.

A. Using loving guidance-- ______________________________

B. Focusing on "dos" instead of "don'ts"-- ______________________________

ASSIGNMENT SHEET #1

C. Building feelings of confidence--

D. Changing the environment to change behavior--

E. Defining the child's boundaries--

F. Accepting the child's decision if a choice is given--

G. Setting a good example--

H. Listening to the child--

I. Listening to self--

ASSIGNMENT SHEET #1

J. Giving directions in as few words as possible, using very simple language--

K. Using a quiet, confident tone of voice when speaking to children--

L. Thinking ahead--

M. Setting up a routine to help children do what is expected--

N. Initiating activities so the children will be willing to participate--

O. Planning care program--

ASSIGNMENT SHEET #1

P. Being firm and consistent--

Q. Helping children release aggressive feelings--

R. Making desirable behavior attractive, interesting, and rewarding--

S. Helping a child accept the consequences of bad behavior--

T. Preventing children from injuring themselves or others--

U. Providing activities that do not require all children to do the same thing--

ASSIGNMENT SHEET #1

V. Organizing small groups of children for activities and play--________________

____

____

____

____

W. Getting down to the child's level, both physically and verbally, when communicating--

____

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____

X. Letting the child learn to be independent--________________

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____

Y. Providing transitional activities--________________

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____

____

Z. Remembering that children have short attention spans--________________

____

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ASSIGNMENT SHEET #1

PART II

Describe as many situations as possible in which there was evidence of the caregiver using the following techniques in disciplining.

A. Disciplining with firmness and love--

B. Stopping unsafe play, explaining why it was stopped, then showing the child what he/she may do--

C. Being firm when the child gets angry and not getting angry in return--

D. Letting children handle their own conflicts whenever they can--

E. Speaking quietly when attempting to settle a conflict; getting the children's attention first and calling them by name--

ASSIGNMENT SHEET #1

F. Observing closely if conflicts are repeated to see at what point the difficulty starts and helping the children change what they are doing at that point--______

G. Making sure, if punishment is necessary, it is not more severe than the misbehavior--______

H. Correcting immediately after the misbehavior--______

I. Informing the children why they are being punished--______

J. Being calm when talking to children about their misbehavior--______

K. Letting children know love for them does not stop because of the misbehavior--______

ASSIGNMENT SHEET #1

PART III

A. What guidance and discipline approach did the caregiver follow most closely?

List examples that support your belief that the caregiver followed this approach.

B. List ways you feel the caregiver did a good job guiding the children's behavior.

C. List ways that you feel the caregiver did a good job disciplining the children.

GUIDANCE AND DISCIPLINE
UNIT III

ASSIGNMENT SHEET #2--RECOMMEND WAYS TO VERBALLY GUIDE CHILDREN

NAME ______________________________ SCORE ____________________

Described in this assignment sheet are several situations typical of children. Read the situations carefully and recommend the caregiver's verbal guidance that should follow. Refer to unit information and keep the following points in mind.

--Positive directions and suggestions should be made
--Short, clear, meaningful sentences should be spoken
--Choices should be given only when children have choices
--One should speak slowly and clearly
--One should avoid shaming or blaming children
--Comparisons should not be made between children
--Children should be directed according to motives, interests, and needs
--Approval should be given when deserved
--Favoritism should be avoided

PART I

Write your recommendation for ways to verbally guide children in each of the following situations.

SITUATION I

Amy, age 4, opened the gate at the care center and ran into the street.

How could the caregiver verbally guide this situation? ____________________________

____

____

____

____

____

____

____

____

____

ASSIGNMENT SHEET #2

SITUATION II

Cory demands to play with the football that Sam is playing with. He grabs it and says, "Give it to me."

How could the caregiver verbally guide this situation?____________________________

SITUATION III

Carlos, age 3, refuses to sit in the story circle.

How could the caregiver verbally guide this situation?____________________________

SITUATION IV

Tom, age 9, throws food during after-school snack time.

How could the caregiver verbally guide this situation?____________________________

ASSIGNMENT SHEET #2

PART II

Each of the following statements are poor examples of verbal guidance. Study these examples and correct the statements in the spaces provided.

INCORRECT STATEMENTS	CORRECT STATEMENTS
"Oh, aren't you going to drink your milk?"	A.
"Don't water the flowers so much."	B.
"No, you can't go to the party until after you rest."	C.
"Don't go out in the street."	D.
"That picture doesn't look much like a dog."	E.
"Be careful. You are going to spill that water."	F.

GUIDANCE AND DISCIPLINE
UNIT III

ASSIGNMENT SHEET #3--RECOMMEND WAYS TO GUIDE CHILDREN THROUGH ACTION

NAME ______________________ SCORE ______________

Described in this assignment sheet are several situations typical of children. Read the situations carefully and recommend the caregiver's action in guiding children's behavior. Refer to unit information and keep the following points in mind.

--Give children help only when needed
--Prevent problems by planning activities and manipulating equipment and the environment
--Maintain limits by making sure children understand limits
--Realize that children will test limits
--Be consistent, but be flexible when necessary
--Be cheerful and happy around children
--Be alert to the children you are responsible for
--Make your primary concern health, safety, and development of the children
--Be concerned about how the children are developing in the center

Write your recommended actions for the caregivers to use in guiding children in each of the following situations.

SITUATION I

Nada, age 5, who is jumping on trampoline, jumps too close to the edge.

How could the caregiver guide children through action in this situation? ______________

____

____

____

____

SITUATION II

Becky, age 4, climbs too high in the tree.

How could the caregiver guide children through action in this situation? ______________

____

____

____

____

ASSIGNMENT SHEET #3

SITUATION III

Byron, age 4 and Paul, age 5 are throwing sand at each other.

How could the caregiver guide children through action in this situation? ______________

____

____

____

____

____

SITUATION IV

Three children are riding in the rocking boat. Tom walks up to the boat and asks to join them. The children say there is not room.

How could the caregiver guide children through action in this situation? ______________

____

____

____

____

____

SITUATION V

Lisa, age 3, comes to school with a very sad look on her face.

How could the caregiver guide children through action in this situation? ______________

____

____

____

____

____

GUIDANCE AND DISCIPLINE
UNIT III

ASSIGNMENT SHEET #4--DISTINGUISH BETWEEN ACCEPTABLE AND UNACCEPTABLE DISCIPLINE TECHNIQUES

NAME ______________________ SCORE ______________

There is a fine line between discipline that is acceptable and discipline that is unacceptable. Study each of the following remarks. Label those that you feel are acceptable with an "A" and those you feel are unacceptable with a "U" in the blanks before each statement.

_____A. "No, you cannot go next door to play with Heather because it is time for dinner."

_____B. "You should not have left your bicycle in the driveway. It's all you fault that it got run over. I'm going to see to it that you never get another bicycle."

_____C. "No, you cannot have this toy or any other toy in the store because you have been bad."

_____D. "You broke my favorite dish. Now YOU stay in the house and watch your baby brother while I take a bath."

_____E. "You cannot watch TV until you have picked up all of your toys."

_____F. "You almost hurt your baby brother. If you do that again, I will spank you."

_____G. "I found your new roller skates outside in the yard this morning. You'll have to learn to take better care of your things. You will have to play with something else today."

_____H. "You should have come when I called. We won't have time to go get ice cream now."

_____I. "You naughty boy. You should never color on the wall."

_____J. "Keep away from that dog. He may bite you."

GUIDANCE AND DISCIPLINE
UNIT III

ASSIGNMENT SHEET #5--RECOMMEND WAYS TO DISCIPLINE CHILDREN

NAME ______________________ SCORE ______________

Knowing how to discipline in a positive way is an important skill to develop. Each of the following situations requires some type of action on the part of the caregiver. Describe what you would do in each situation.

SITUATION I

Sally, age 5, kicks another child playing in the housekeeping center.

What you would do--______________________

SITUATION II

A group of children, age 4 are saying, "Poo, poo, poo" at the lunch table.

What you would do--______________________

ASSIGNMENT SHEET #5

SITUATION III

Douglas, age 7, and Susie, age 6, are playing demolition derby with the center's cars and trucks.

What you would do--____

____

____

____

____

____

SITUATION IV

Betty, age 7, is repeatedly tapping her spoon on the lunch table.

What you would do--____

____

____

____

____

____

GUIDANCE AND DISCIPLINE
UNIT III

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1--Evaluated to the satisfaction of the instructor

Assignment Sheet #2

(NOTE: Answers may vary.)

PART I

SITUATION I--Say to Amy, "Amy you must stay inside the fenced area. Streets are for cars and the fenced area is for children."

SITUATION II--Say to Cory, "The way we ask for the ball is by saying, 'May I have it please?', or 'May I please play with the ball now?'"

SITUATION III--Say to Carlos, "We are waiting for you to get in your place in the story circle. Everyone else is in their place."

SITUATION IV--Say to Tom, "Tom, food goes in your mouth. Your special duty for today will be to clean up the dining area."

PART II

A. "It's time to drink your milk now."

B. "The flowers need only a LITTLE drink."

C. "When you get through resting you can go to the party."

D. "Stay in the yard."

E. "Tell me about your picture."

F. "Use both hands to carry your water."

Assignment Sheet #3

(NOTE: Answers may vary.)

SITUATION I

a. Draw lines on trampoline showing limits.

b. Demonstrate where to jump by jumping on trampoline.

SITUATION II--Tie red cord around tree to set climbing limits.

SITUATION III--Show correct way to play with sand and suggest activities.

ANSWERS TO ASSIGNMENT SHEETS

SITUATION IV--Walk over to boat, place hand on boat where there is room, and say, "Here is a spot for Tom."

SITUATION V--Ask, "Did you leave your happy face at home today?" Locate a paper happy face and tape it to Lisa's blouse.

Assignment Sheet #4

A.	A	F.	A
B.	U	G.	A
C.	U	H.	A
D.	U	I.	U
E.	A	J.	U

Assignment Sheet #5

(NOTE: Answers may vary.)

SITUATION I--Say to Sally, "It hurts to be kicked. It's okay to be angry, but I will not allow you to hurt another person."

SITUATION Ii--Ignore the children and let them know that it is time to begin another activity.

SITUATION III--Show disapproval by mentioning that these are not proper play techniques. Then, demonstrate the proper techniques.

SITUATION IV--Establish eye contact with Betty and frown to show disapproval.

GUIDANCE AND DISCIPLINE
UNIT III

TEST

NAME_______________ _______________ SCORE ___________________

1. Match terms associated with guidance and discipline to the correct definitions. Write the correct numbers in the blanks.

_____a. Process of correcting, molding, strengthening, improving, and eventually helping children learn to control their own actions

_____b. Leading or directing behavior

_____c. Awareness of one's own conduct, intentions, or character, combined with a feeling of obligation to do the right thing or behave well

1. Conscience
2. Guidance
3. Discipline

2. Match ways children learn behavior to the correct descriptions. Write the correct numbers in the blanks.

_____a. Being able to think and reason in order to understand

_____b. Modeling their behavior after someone they identify with

_____c. An approach used to strengthen a particular behavior

1. Imitation
2. Reinforcement
3. Insight

3. Select from the following list common goals of children's misbehavior. Write an "X" in the blanks before the correct answers.

_____a. Receive punishment

_____b. Attract attention

_____c. Gain approval and recognition

_____d. Feel important

_____e. Gain satisfaction from causing trouble

_____f. Retaliate

_____g. Prove weaknesses or failures

TEST

4. Select from the following list helpful guidance techniques. Write an "X" in the blanks before the correct answers.

_____ a. Focus on "don'ts" instead of "dos"

_____ b. Build feelings of reliance on others

_____ c. Define the child's boundaries

_____ d. Use loving guidance

_____ e. Give directions as fast as possible

_____ f. Set up a routine to help children know what is expected

_____ g. Get down to the child's level, both physically and verbally, when communicating

_____ h. Help children release aggressive feelings

_____ i. Require all children to do the same thing

_____ j. Remember that children have short attention spans

5. Match elements of guidance and discipline to the correct descriptions. Write the correct numbers in the blanks.

_____ a. Imposing a penalty for misbehavior

_____ b. Teaching children what is expected

_____ c. Encouraging, praising, approving, and giving special recognition to children upon accomplishment or attempt of doing what is expected

1. Positive reinforcement
2. Punishment
3. Education

6. Distinguish between common guidance and discipline approaches. Write an "A" in the blanks before authoritarian approaches, a "P" before permissive approaches, and an "AT" before authoritative approaches.

_____ a. Children learn, from the results of the misbehavior, that they have done the wrong thing

_____ b. Little or no stress is put on explanations

_____ c. Rules are repeated until children learn them

_____ d. Punishment is saved for purposely misbehaving

_____ e. Rewards are not given often for fear of spoiling the child

_____ f. Children are expected to accept rules without question

_____ g. Praise is used freely for correct behavior, or children's attempts to do what they know is expected

TEST

______h. Children are expected to get satisfaction from the social approval good behavior brings

______i. Stress is on explaining rules and the reasons for them

7. Select from the following list facts to consider concerning discipline. Write an "X" in the blanks before the correct answers.

______a. Correct children immediately after they misbehave

______b. Do not tell children why they are being disciplined

______c. Do not allow children to handle their own conflicts

______d. If the child gets angry, be firm and get angry in return

______e. Let children know your love for them does not stop because they have done something wrong

______f. If punishment is necessary, be sure it is more severe than the misbehavior

______g. Be calm when talking to children about their misbehavior

______h. When disciplining, be firm, but loving

8. List techniques used in discipline.

a. ____

b. ____

c. ____

d. ____

(NOTE: Test questions 9 through 13 are assignment sheets. They are an important part of this unit. If they have not been completed, check with your instructor.)

9. Observe caregiver's guidance and discipline techniques.

10. Recommend ways to verbally guide children.

11. Recommend ways to guide children through action.

12. Distinguish between acceptable and unacceptable discipline techniques.

13. Recommend ways to discipline children.

GUIDANCE AND DISCIPLINE
UNIT III

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The points designated in parentheses are intended to be guidelines and should be adapted to meet the needs of each teaching/learning process. The point total is 200.)

1. (6 points)
   - a. 3
   - b. 2
   - c. 1
2. (6 points)
   - a. 3
   - b. 1
   - c. 2
3. (14 points)

   b, c, d, f
4. (20 points)

   c, d, f, g, h, j
5. (6 points)
   - a. 2
   - b. 3
   - c. 1
6. (18 points)
   - a. P
   - b. A
   - c. AT
   - d. AT
   - e. A
   - f. A
   - g. AT
   - h. P
   - i. AT

ANSWERS TO TEST

7. (16 points)

   a, e, g, h

8. (4 points)

   a. Disapproval

   b. Ignoring the child or behavior

   c. Deprivation of special privileges

   d. Isolation with support

9. Evaluated to the satisfaction of the instructor (30 points)

10. Evaluated to the satisfaction of the instructor (25 points)

11. Evaluated to the satisfaction of the instructor (25 points)

12. Evaluated to the satisfaction of the instructor (10 points)

13. Evaluated to the satisfaction of the instructor (20 points)

INFANT CARE
UNIT I

UNIT OBJECTIVE

After completing this unit, the student should be able to give care to ensure that the infant's needs are met. This knowledge will be shown by completing the assignment sheets, job sheets, and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with infant care to the correct definitions.
2. List the basic needs of all infants.
3. Select from a list responsibilities of infant caregivers.
4. Discuss the importance of lifting and holding an infant carefully.
5. Select from a list factors to remember when feeding an infant.
6. Select from a list factors to remember when bathing an infant.
7. Select from a list things to consider when selecting an infant's clothing.
8. List influences that help develop good infant sleep habits.
9. List ways to communicate with an infant.
10. List things to check for if infant fusses.
11. Describe actions to take for common infant illnesses.
12. Complete a chart of activities that stimulate infants.
13. Determine when to introduce foods to an infant.
14. Compare types of infant clothing.
15. Compare costs of diapers.
16. Develop a daily schedule for an infant.
17. Research licensing standards for infant caregivers and care centers.

OBJECTIVE SHEET

18. Demonstrate the ability to

    a. Lift and hold an infant.

    b. Bathe an infant.

    c. Diaper an infant.

    d. Dress an infant.

    e. Prepare formula.

    f. Feed a baby from a bottle.

    g. Introduce solid foods to an infant.

INFANT CARE
UNIT I

SUGGESTED ACTIVITIES

I. Suggested activities

A. Order films, filmstrips, or other materials planned to supplement unit.

1. Filmstrip teaching kits

   a. *Infant Care.* Available for purchase from Singer Education Division; SVE/Society for Visual Education, Inc.; 1345 Diversey Parkway; Chicago, Illinois 60614.

   b. "The Prenatal Period and Infancy" from *The Butterick Child Development Series.* Available for purchase from Maclean Hunter Learning Resources; 708 Third Avenue; New York, New York 10017; or phone 212-599-6599.

   c. *Care for Two.* Available from Pampers Professional Service; Division of Proctor and Gamble; P.O. Box 171; Cincinnati, Ohio 45201.

   (NOTE: This may be used to supplement Assignment Sheet #3 and Job Sheet #3.)

2. Filmstrips

   a. *Food as Children See It.* Available for purchase from Betty Crocker Film Library; 9200 Film Center; Box 1113; Minneapolis, Minnesota 55440.

   (NOTE: This may be used to supplement objective #5.)

   b. *How to Choose Baby's Clothes.* Available from Gerber Products Company; Dept. P.C.; 445 State Street; Fremont, Michigan 49412.

   (NOTE: This may be used to supplement objective #7.)

3. Other materials

   a. Draper, Thomas; Ganong, Marilyn Coleman; and Goodell, Virginia. *See How They Grow: Concepts in Child Development and Parenting.* New York: Butterick Publishing, 1980. (Chapters 5, 6, 7, and 8.)

   b. Draper, Mary Wanda; and Draper, Henry E. *Caring for Children.* Peoria, Illinois: Chas. A. Bennett Co., Inc., 1979. (Chapters 9, 10, 11, 12, 13, and 14.)

SUGGESTED ACTIVITIES

B. Provide students with objective sheet.

C. Provide students with information, assignment, and job sheets.

D. Discuss unit and specific objectives.

E. Discuss information and assignment sheets.

F. Demonstrate and discuss procedures outlined in the job sheets.

G. Invite pediatrician or nurse to class to discuss common infant illnesses and appropriate responses the caregiver should make. Also, have resourse person show how to take rectal temperature and respond to a choking infant. This information will supplement objective #10.

H. Arrange for worker in infant room of day care center to come to school and serve as a resource person. Have this person cover the following items.

   1. What are the current standards for caring for infants as mandated by the Department of Human Services?

   2. What special activities, equipment, and personnel, are available for caring for infants in your day care center?

   3. Describe a daily schedule for an infant in your infant room.

I. Assist students in making arrangements to complete Assignment Sheet #1. Identify doctors or parents that could provide information in determining when to introduce foods to infants.

J. Gather infant clothing and bring these items to class, or arrange for a study tour of infant clothing store to help students complete Assignment Sheet #2.

K. Invite a parent to come and demonstrate how to lift, hold, bathe, diaper, and dress an infant. Also, have him or her show how to prepare formula, feed a baby from a bottle, and introduce solid foods to an infant.

L. Allow students to use a doll to complete procedures in Job Sheets #1, #2, #3, and #4, if unable to actually complete procedures with a live infant.

M. Arrange for a representative from LaLeche League or a mother who is breast feeding or has breast-fed a baby to discuss this with class.

N. Arrange for a study tour to a hospital or day care center to observe group care of infants.

SUGGESTED ACTIVITIES

O. Obtain diaper change reports, eating reports, and behavior reports care centers provide for parents. Forms vary from charts to daily handout sheets, but contain information such as that listed below. Study these reports and discuss why this information is important for care centers and parents.

EXAMPLES:

Child's Name____

TIME	Down for Nap	Up from Nap	Wet Diaper	B/M Diaper	Bottle	Juice	Cereal	Other Food					
7:00 a.m.													
8:00 a.m.													
9:00 a.m.													
10:00 a.m.													
11:00 a.m.													
12:00 a.m.													
1:00 p.m.													
2:00 p.m.													
3:00 p.m.													
4:00 p.m.													
5:00 p.m.													
6:00 p.m.													

SUGGESTED ACTIVITIES

Child's Name____

Date____________________ Time of Arrival____________________

Diaper Change Report

✓--Checked and OK

W--Wet

BM--Bowel Movement

7:00		1:00	
8:00		2:00	
9:00		3:00	
10:00		4:00	
11:00		5:00	
12:00		6:00	

Other Information

Your child participated in the following activities--____________________

____

____

Your child ate the following foods--______________________________

____

____

Your child slept from ______________ to ________________ and from ______________ to ______________.

Something you need to know is--______________________________

____

____

____

SUGGESTED ACTIVITIES

P. Assign outside readings from *See How They Grow: Concepts in Child Development and Parenting*, chapters 5, 6, 7, and 8; and *Caring for Children*, chapters 9, 10, 11, 12, 13, and 14.

Q. Allow students to complete Assignment Sheet #4 as a home experience or group during class discussion or panel interview.

R. Give test.

S. Reteach if necessary.

II. Instructional materials

A. Objective sheet

B. Suggested activities

C. Information sheet

D. Assignment sheets

1. Assignment Sheet #1--Determine When to Introduce Foods to an Infant
2. Assignment Sheet #2--Compare Types of Infant Clothing
3. Assignment Sheet #3--Compare Costs of Diapers
4. Assignment Sheet #4--Develop a Daily Schedule for an Infant
5. Assignment Sheet #5--Research Licensing Standards for Infant Caregivers and Care Centers

E. Answers to assignment sheets

F. Job sheets

1. Job Sheet #1--Lift and Hold an Infant
2. Job Sheet #2--Bathe an Infant
3. Job Sheet #3--Diaper an Infant
4. Job Sheet #4--Dress an Infant
5. Job Sheet #5--Prepare Formula
6. Job Sheet #6--Feed a Baby From a Bottle
7. Job Sheet #7--Introduce Solid Foods to an Infant

G. Test

H. Answers to test

SUGGESTED ACTIVITIES

III. Unit references

A. Willis, Anne; and Ricciute, Henry. *A Good Beginning for Babies: Guidelines for Group Care*. Washington, D.C.: National Association for the Education of Young Children, 1978.

B. Segal, Marilyn. *From Birth to One Year*. Rolling Hill Estates, California: B.L. Winch and Associates, n.d.

C. Draper, Henry; and Draper, Mary Wanda. *Studying Children*. Peoria, Illinois: Chas. A. Bennett Co., Inc., 1977.

D. Hurlock, Elizabeth B. *Child Growth and Development*. New York: Webster Division/McGraw-Hill Book Company, 1978.

E. Sawatzky, Joyce. *Family Living*. Stillwater: Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1978.

F. Draper, Mary Wanda; and Draper, Henry E. *Caring For Children*. Peoria, Illinois: Chas. A. Bennett Co., Inc., 1979.

G. Benson, Ann. *Occupational Child Development*. Stillwater: Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1975.

H. *Better Homes and Gardens Baby Book*. New York: Meredith Corporation, 1973.

INFANT CARE
UNIT I

INFORMATION SHEET

I. Terms and definitions

A. Infancy--Early childhood from birth to twelve months; child is referred to as a baby

B. Development--Gradual growth to full maturity

C. Postnatal--After birth

D. Hygiene--Observance of health rules and requirements

E. Stimulation--Presentation of new and familiar objects and situations

II. Basic needs of all infants

(NOTE: Personality traits grow out of how well and the extent to which basic needs are met.)

A. Physical care

EXAMPLES: Food; protection from injury; relatively constant environment; alternate rest and activity

B. Security

(NOTE: Security needs tend to be satisfied through routines such as talking to child; regular times for sleeping, playing, bathing; and being fed according to individual needs. Security is also provided by the consistent presence of parents and caregivers--there is security in the familiar.)

C. Sense of belonging and love

(NOTE: At all ages, human beings need to feel they are wanted and appreciated for themselves and not for what they can do for others. The feeling of belonging and being loved may be supplied by the adult or caregiver by knowing what reasonable expectations are and allowing for different, but normal, developmental rates. Love is expressed to infants through attention, consistent communication, and a great deal of touching and affection. Studies have shown that infants can not survive without love and affection.)

III. Responsibilities of infant caregivers (Assignment Sheets #4 and #5; Job Sheets #3 and #4)

A. Carry out parents' instructions for infant's feeding schedule

(NOTE: This schedule is set at home and needs to be carried out according to parents' instructions.)

INFORMATION SHEET

B. Report infant's responses to feedings to parents

EXAMPLES: How much the child ate; whether he or she seemed "colicy;" what foods the child liked best; what foods that the child would not eat

C. Assist parents when they have questions

(NOTE: You may be asked for your opinion on baby's health and welfare; it is important to discuss concerns with your supervisor to help you find ways to help the parents.)

D. Report the infant's diaper changes to parents

E. Change diapers regularly and care for problems such as diaper rash

F. Report problems, such as diarrhea or diaper rash, to parents

G. Bathe or wash infant

H. Keep environment at a constant temperature so the infant will not be too hot or too cold

I. Provide a safe environment

EXAMPLES: Keep objects or medicines that could be swallowed or that would hurt the infant out of reach; see that the infant does not get hurt in regular activities, such as squirming, reaching, grasping, or crawling

J. Provide time for the infant to rest and sleep

K. Report changes in the infant's behavior to parents

EXAMPLES: More crying than usual; less activity than usual; a flushed appearance

L. Provide infant with play and stimulation

(NOTE: The baby begins to know the world--colors, shapes, and patterns--through play and stimulation.)

M. Express loving concern to infants

(NOTE: Infants are aware of things, such as relaxed holding, body odors, tone of voice, and other signals of being cared for, by someone he or she is important to in a special way.)

N. Be consistent in rules set by parents

(NOTE: These rules should not vary without reason.)

INFORMATION SHEET

O. Communicate with infant

(NOTE: Consistent verbal and nonverbal communication must take place for a child to grow and learn.)

IV. Importance of lifting and holding an infant carefully (Job Sheet #1)

A. Infants learn to know adults and the world by the way they are held and handled

B. Gentle handling teaches children that the world is a good place to be and that they are loved

(NOTE: An infant may become angry or frightened by rough handling.)

C. Infant's spine and head need support; AVOID LIFTING INFANT BY ARMS

D. Infants need the close contact of being held

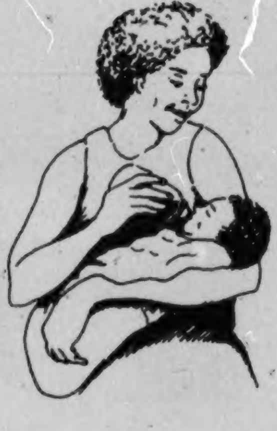
V. Factors to remember when feeding an infant (Assignment Sheet #1; Job Sheets #5, #6, and #7)

A. Handle bottles containing formula or expressed breast milk carefully; label with date and infant's name, and refrigerate until used

B. Avoid propping bottles during feeding

(NOTE: Propping the bottle can be dangerous if the baby goes to sleep and stops swallowing. Physical contact associated with cuddling, warmth, and the heartbeat is a factor in development of a positive self-concept; see Figure 1.)

FIGURE 1



INFORMATION SHEET

C. Select appropriate form of food

EXAMPLES: Liquid (milk, formula); semi-solid (baby food, junior foods); solid (foods in their natural state or as normally served to adults)

D. Give small amounts of new foods at first

(NOTE: It is wise to introduce a new food along with one that is liked or when infant is hungry; spitting out a new food is a natural reaction and does not necessarily mean dislike.)

E. Expect a "mess" when feeding infants

(NOTE: Children will want to "handle" foods. They will learn what foods "feel" like and from there learn self-feeding.)

F Encourage children to feed themselves as soon as possible

G. Avoid forcing food

(NOTE: Infants' appetites vary; the amount of food needed depends upon the age and weight of the child. It is easy to over-estimate the amount a tiny stomach can hold.)

H. Place unneeded contents of bottles and baby food jars in refrigerator before feeding from other containers

I. Burp infant as necessary

J. Be positive

(NOTE: An infant reacts to tenseness or uncertainty of the person doing the feeding; also, an adult's likes and dislikes for certain foods may be transferred to the child.)

K. Avoid new foods when there are major changes occurring in the baby's life

L. Consider food allergies

M. Change arms to aid eye development of infant

VI. Factors to remember when bathing an infant (Job Sheet #2)

A. Set aside a regular bath time each day

(NOTE: It is recommended that this be a relaxed time for both the infant and the person bathing the child.)

B. Complete the bath before allowing infant to play in water

C. Select a sturdy working surface

(NOTE: Infants are quick to sense insecurity.)

INFORMATION SHEET

D. Remain with infant CONSTANTLY while he/she is in the tub

E. Discourage climbing or standing while bathing

F. Provide a warm place with no drafts

G. Check temperature of water with elbow

VII. Things to consider when selecting an infant's clothing (Assignment Sheets #2 and #3)

A. Styles are simple

B. Construction gives freedom for arms and legs

(NOTE: Children's clothing should have large openings for the head without tight bands. Avoid clothing with strings around neck openings to prevent strangling.)

C. Launders easily

D. Weight is appropriate for room temperature and season of year

E. Fasteners are tightly secured

F. Clothing is sturdy and comfortable

G. Infant is not allergic to fabric

H. Clothing has growth features

EXAMPLES: Adjustable straps; duplicate rows of fasteners

I. Cost is reasonable

J. Opening for the head is large

K. Bands for arms, legs, or neck are not tight

VIII. Influences that help develop good infant sleep habits

A. Good ventilation

B. Constant temperature

(NOTE: Temperature of the sleeping room should be 60°-72°F [16°-20°C].)

C. Separate and consistent sleep area

D. Familiar objects, such as a soft toy or blanket

INFORMATION SHEET

E. Regular routines

EXAMPLES: Undressing, bathing, and a story

F. Regular sleep times

G. Use of bed/crib for sleeping only, not as a playpen

IX. Ways to communicate with an infant

(NOTE: Communication must be consistent for infants to grow and learn.)

A. Verbal

1. Talking
2. Singing
3. Reading
4. Repeating sounds baby makes

(NOTE: Refrain from using "baby talk"; instead, repeat sounds that baby makes. This will encourage language development.)

B. Nonverbal

1. Holding
2. Touching
3. Smiling
4. Eye contact
5. Reactions of adults or caregivers

X. Things to check for if infant fusses

A. Soiled diaper

B. Need for change in position

EXAMPLE: The infant may simply need to turn over

C. Need for physical contact

EXAMPLES: Holding, touching, or talking

D. Illness

E. Temperature

INFORMATION SHEET

F. Need for food

(NOTE: Feeding schedules should be consulted to avoid overfeeding.)

G. Need for liquids

H. Need for burping

XI. Actions to take for common infant illnesses

A. Fever

1. Take rectal temperature to find temperature
2. Notify parent if rectal temperature is 101°F or above
3. Inform parent of other symptoms

6

4. Loosen clothing
5. Give liquids

B. Cold/upper respiratory infection--Notify parent if infant develops a fever, sore throat, or an earache

(NOTE: The most common disease of infants is probably colds; this can make the infant very uncomfortable by causing a cough, stuffed or runny nose, or an earache.)

C. Ear infection--Notify parent

(NOTE: An ear infection is observable by redness around ear and by the infant tugging at ear.)

D. Constipation--Inform parent and increase fluid intake

(NOTE: Some babies have fewer bowel movements than others--sometimes only every second day; as long as the movement is of normal size, soft, and passed easily, everything is all right. Constipation is often caused by diet.)

E. Diarrhea--Notify parent if baby has more bowel movements than usual or if the stool is looser than usual, is watery, or has an unusual odor or color

(NOTE: Check diet to make sure foods are not being fed that cause diarrhea.)

INFORMATION SHEET

F. Colic

(NOTE: Colic causes sharp pains in the infant's abdomen. The infant usually screams and stiffens or pulls up his/her legs; colic is very frustrating for caregivers and very painful for the infant, but it is not serious. These symptoms may also be present in more serious illnesses.)

1. Make sure baby is burped after feedings
2. Make sure baby is not getting milk too fast, causing him/her to gulp
3. Position baby on stomach
4. Notify parent if the symptoms are is severe and persistent

G. Spitting up--Mention to parent to consult doctor at routine checkup

(NOTE: This occurs because the muscle valve at the upper end of the stomach does not stay closed as well in infants as in older children; it happens with almost any movement of the baby.)

H. Vomiting--Notify parent if vomiting becomes frequent or is unusual

I. Rashes--Inform parent

(NOTE: Babies are often subject to skin rashes such as prickly heat, diaper rash, hives, and eczema. The obligation of the care center is to require a doctor's release report before readmitting infant to center to avoid spreadng of infectious rashes.)

J. Thrush--Notify parent

(NOTE: Doctor will prescribe treatment to clear up the condition quickly. This is a fungus infection that appears as milky white patches inside the baby's mouth.)

K. Cradle cap--Clean scalp with baby oil and then comb or shampoo out the softened scales

(NOTE: Cradle cap is identified through scaly patches on the infant's scalp. This mild disorder is common in the early months.)

INFORMATION SHEET

XII. Activities that stimulate infants

(NOTE: These are only a few activities that can be carried out with infants. Keep in mind that games and toys can be made or purchased.)

AGE	ACTIVITY	PURPOSE OF ACTIVITY
Newborn	Place baby on firm mat	Gives baby a chance to practice kicking and moving arms and legs
	Change baby's position in crib from stomach to back to carry-all	Allows baby to practice moving arms and legs in different positions
	Hang toys on side of crib	Encourages baby to turn head
	Place finger or rattle in palm of baby's hand	Helps develop finger strength and coordination
	Play radio for baby	Helps baby learn different sounds
	Move a penlight back and forth	Encourages baby to move head and follow light with eyes
	Hang mobile over baby's crib	Gives baby early experiences with sight and sound
One month	Talk to baby as you hold him/her	Helps develop head control when baby picks up head to listen
	Move baby's legs up and down while baby is on stomach	Helps develop coordination when baby picks up head while kicking feet
	Move plate puppet in and out of sight	Provides experience in focusing on a face
	Provide a feel-mitt	Gives baby experience with feel and awareness of body
Two months	Move baby's arms as you sing	Helps baby develop a sense of own body
	Let baby hear different sounds	Gives baby opportunity to distinguish different sounds
	Provide baby a feel toy	Helps baby associate sight and feel
	Let baby wear wrist bands	Helps baby develop body awareness
	Let baby watch hand and finger puppets	Gives baby practice in using eyes

INFORMATION SHEET

AGE	ACTIVITY	PURPOSE OF ACTIVITY
Three months	Place baby on floor with the palms of your hands against the soles of his/her feet allowing him/her to ease forward	Gives the baby an opportunity to learn how to crawl
	Play a sit-up game	Strengthens the baby's stomach muscles
	Give baby a cradle gym	Encourages coordination and provides interest
	Place baby under a tree	Provides sounds for listening and things to watch
	Provide a spool necklace	Gives baby practice in reaching and manipulating
	Give baby a feel glove	Allows infant to recognize texture differences
Four months	Place sock puppets on baby's feet	Provides something of interest for baby to watch and will encourage him/her to catch a foot
	Give baby practice grasping	Allows baby to adjust grasp according to toy
	Place toys out of reach	Encourages baby to move
	Give baby a bean bag	Provides practice in reaching and grasping
	Give baby a cup clacker	Gives baby a chance to discover that he/she can make interesting noises
Five months	Provide baby a slide made from a plastic tray and pillow	Helps baby gain balance and control
	Attach rings to crib head	Allows baby to learn to grasp and pull forward
	Give baby a shiny toy	Allows baby to see self, pat, roll, and bang
	Put boat in bath	Makes bath more fun in addition to encouraging looking and reaching in the bath
	Show baby a horse hand puppet	Gives baby a chance to try to catch the puppet

INFORMATION SHEET

AGE	ACTIVITY	PURPOSE OF ACTIVITY
Six months	Play piggy back game	Helps baby develop balance and control in addition to looking at the world from a different perspective
	Use baby chair for feeding	Allows baby to pick up finger foods
	Give baby a busy box in crib	Provides new activities for baby
	Hide toy under blanket	Allows baby to pull blanket and grasp toy
	Give tin can cymbals	Gives baby practice using both hands in a grasping activity
	Make happy face and cross face masks	Helps baby distinguish between a happy face and a cross face
Seven months	Attach ribbon to toy	Allows baby to make toy dance
	Give baby two toys and show how to bang them together	Allows baby to make noise and learn coordination
	Name toys for baby	Helps baby learn simple names for things
	Show baby pictures and read to him/her	Assists in teaching baby words and listening skills
	Provide baby a paper bag puppet	Gives practice in hand-eye coordination
Eight months	Place toys on top rail of playpen so that baby is encouraged to pull up	Encourages baby to stand
	Put baby's toys in a box	Gives baby practice in reaching
	Make a long cloth toy and allow only parts of it to show under blanket	Gives baby experience in finding object when only part of it shows
	Call attention to sounds	Promotes listening and identification of sounds
Nine months	Place toys in see-through box	Provides practice in taking off lids
	Let baby help with bath	Allows baby to learn how to bathe and clean self
	Roll a ball to baby	Gives practice with eye-hand coordination
	Give baby a spindle toy	Allows development of eye-hand coordination
	Make baby a feel box	Provides baby experience with different feels

INFORMATION SHEET

AGE	ACTIVITY	PURPOSE OF ACTIVITY
Ten months	Give baby his/her own drawer	Encourages baby to leave other drawers alone and encourages solitary, independent play
	Make baby an obstacle course with chairs, pillows, and boxes	Allows practice in moving around objects
	Make baby a pull toy	Gives baby push-pull practice
	Give baby blocks to play with	Helps child develop awareness of spatial relationships
Eleven months	Teach baby how to use chair as a walker	Helps provide baby an aid in walking on own and will encourage walking
	Make a roll toy for baby	Helps teach baby how to roll toys
	Make a squeak book	Helps develop baby's listening behaviors and early language
	Wrap up toys	Enhances fine motor coordination
	Make baby a tote bag	Provides experience with placing toys inside and with finding things
Twelve months	Allow baby to push car through tunnel	Gives baby experience with object permanence
	Give baby coffee can and clothespins to place around rim	Gives baby experience with finger coordination
	Let baby comb doll's hair, wash doll's face and hands	Provides baby practice in cleanliness and health practices
	Make a block tower with baby	Develops small muscle control
	Help baby play a shape game	Helps baby learn shapes
	Make a toy box for baby	Teaches baby how to put things away

INFANT CARE
UNIT I

ASSIGNMENT SHEET #1--DETERMINE WHEN TO INTRODUCE FOODS TO AN INFANT

NAME______________________________ SCORE ______________

During recent times there has been much debate over what to feed infants and when to introduce new foods. Since there are no two babies exactly the same, and doctors' and parents' opinions vary, it is impossible to develop one yearly schedule for when to feed infants different foods.

Your assignment is to interview a doctor, a parent who has an infant between 12 and 15 months old, or a county health department official. This will allow you to obtain information needed to complete this assignment.

PART I

Name of person interviewed--______________________________

Why did you select this person to interview?______________________________

____

Complete the following chart, filling in foods, quantities, and age foods/liquids were introduced. Make sure the chart covers the baby's entire first year.

FOODS/LIQUIDS	QUANTITIES	AGE INTRODUCED
EXAMPLES: Diluted apple juice Baby cereal	2 oz. 1 oz.	2 weeks 4 weeks

ASSIGNMENT SHEET #1

FOODS/LIQUIDS	QUANTITIES	AGE INTRODUCED

PART II

A. Why did the doctor recommend, or the parent follow, this plan for introducing foods to an infant?

B. Were supplemental vitamins given to the infant during his/her first year? If so, when were they given, what vitamins were given, and in what amounts?

ASSIGNMENT SHEET #1

C. If supplemental vitamins or minerals were given, in what forms were they given?

EXAMPLES: Foods; drops; liquids

____

____

____

____

____

____

D. If supplemental vitamins or minerals were given, why were they given? ____________

____

____

____

INFANT CARE
UNIT I

ASSIGNMENT SHEET #2--COMPARE TYPES OF INFANT CLOTHING

NAME ____________________ SCORE __________

There are many factors to consider when selecting and buying infant clothing. Babies grow very quickly and for the first few months can get by with diapers, gowns, undershirts, and stretch suits; in cool weather, sweaters, hats, and blankets for going out are needed. When the baby starts to crawl, sturdier clothing will be needed. When the baby starts to walk, socks and shoes will be needed. Clothing for infants can cost as little or as much as you want it to. Select three infant outfits. The items might be found in a clothing store or might be clothes owned by a friend, neighbor, or relative. Use unit information and the following chart as you evaluate each outfit.

PART I

Check the column that applies to each statement.

CHARACTERISTICS	OUTFIT #1	OUTFIT #2	OUTFIT #3
Styles are simple			
Construction gives freedom for arms and legs			
Opening for the head is large			
Bands for arms, legs, or neck are not tight			
Launders easily			
Weight is appropriate for room temperature and season of year			
Fasteners are tightly secured			
Clothing is sturdy and comfortable			
Cost is reasonable			
Clothing has growth features			
(Other)			
(Other)			

ASSIGNMENT SHEET #2

PART II

A. Which outfit would you recommend for an infant to wear?______________________

____

Why? ____

____

B. Which outfit would you recommend an infant not wear, if any?__________________

____

Why? ____

____

____

INFANT CARE
UNIT I

ASSIGNMENT SHEET #3--COMPARE COSTS OF DIAPERS

NAME ______________________ SCORE ____________

The average baby will require diapers for at least two years. There are many kinds of diapers available: cloth diapers, fitted disposable diapers, not-so-fitted diapers, and in many communities there are even diaper services. Use information that you collect during a field trip, from newspapers, or from asking parents, to determine diapering costs. Compare the costs, both money and time, of each of the following categories. Use the information obtained to assist you in recommending the choice you would make in diapering an infant.

PART I

Diaper Source	Initial Cost per Dozen Diapers	Maintenance Costs	Advantages	Disadvantages
Diapering service				
Disposable diapers				
Cloth diapers				

ASSIGNMENT SHEET #3

PART II

A. Which was the most expensive? ______________________________

B. Which was the least expensive? ______________________________

C. Which would you recommend using? ______________________________

Why? ______________________________

INFANT CARE
UNIT I

ASSIGNMENT SHEET #4--DEVELOP A DAILY SCHEDULE FOR AN INFANT

NAME ______________________________ SCORE ______________

Schedules for infants cannot be planned as they are for older children. Routines must be planned for the child and not for the convenience of the caregiver. Infants should be on flexible, personal schedules that provide rest, eating, and play outside the crib. The schedule should also include periods of time outdoors when the weather permits. The schedule should be changed as the child develops. Caregivers should also realize the changing needs of the child for less sleep, more playtime, and a different feeding schedule.

PART I

It has suddenly happened--it is your turn to plan a daily schedule for a new infant in the day care center where you work. You are able to have a detailed parent conference and have shared in plans for a child close to this age. Study the example that follows, take advantage of resource people, or use textbooks and other resources as you plan a daily schedule for a child three to six months in age. Plans should include times as well as feeding and activity schedules. Specific activities should be listed.

EXAMPLE:

TIME	ACTIVITIES
7:00 a.m.	Child arrives at center. Welcomed by teacher. Schedule checked with parent. Health check.
7:00-10:00 a.m.	Nap time.
10:00-11:00 a.m.	Activity time. Toys are offered to encourage reaching and grasping.
11:00-12:00 p.m.	Bottle.
12:00-2:00 p.m.	Nap time.
2:00-5:00 p.m.	Activity time. Outdoors in stroller.
5:00 p.m.	Parent picks up infant.

Infant is not on a rigid schedule. If baby seems hungry, he/she is fed. Diaper is changed as necessary.

ASSIGNMENT SHEET #4

DAILY SCHEDULE FOR AN INFANT

TIME	ACTIVITIES

ASSIGNMENT SHEET #4

PART II

A. Study the plan that you have just completed. In what ways does it allow for:

1. Rest-- ____________________
____
____

2. Eating-- ____________________
____
____

3. Activities-- ____________________
____
____

B. Do you feel that the plan is good? ____________________

Why or why not? ____________________
____
____
____
____

INFANT CARE
UNIT I

ASSIGNMENT SHEET #5--RESEARCH LICENSING STANDARDS FOR INFANT CAREGIVERS AND CARE CENTERS

NAME ______________________ SCORE __________

Licensing standards are established through various national, state, and county agencies. In Oklahoma, the Department of Human Services has this responsibility--they continually update and revise their licensing standards, as necessary.

Identify the agency responsible for licensing standards in your state and community. Contact this agency and interview an employee, or obtain written information allowing you to research licensing standards for caregivers and care centers serving infants. Use information obtained as you complete this assignment.

A. Agency responsible for licensing standards-- ______________________

____

B. List two licensing standards required of infant caregivers.

1. ____

____

2. ____

____

____

C. List five licensing standards required of infant care centers.

1. ____

____

2. ____

____

3. ____

____

4. ____

____

5. ____

____

INFANT CARE
UNIT I

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1--Evaluated to the satisfaction of the instructor

Assignment Sheet #2--Evaluated to the satisfaction of the instructor

Assignment Sheet #3--Evaluated to the satisfaction of the instructor

Assignment Sheet #4--Evaluated to the satisfaction of the instructor

Assignment Sheet #5--Evaluated to the satisfaction of the instructor

INFANT CARE
UNIT I

JOB SHEET #1--LIFT AND HOLD AN INFANT

(NOTE: Infants, especially newborns, cannot hold up their heads alone and require careful support and handling.)

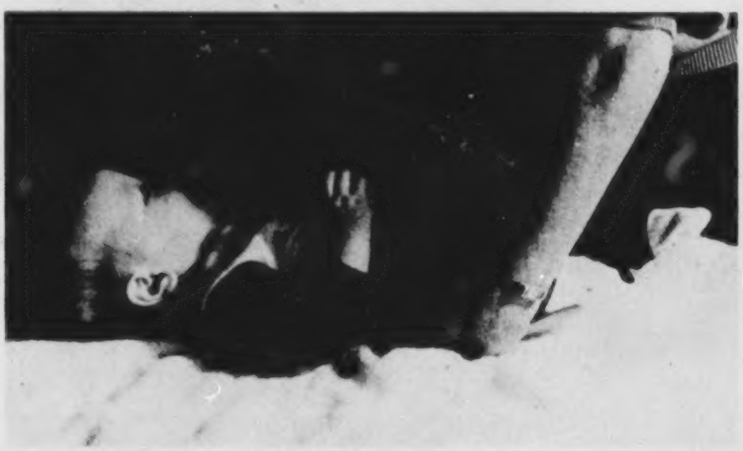
I. Supplies

(NOTE: No special supplies are necessary--just the infant and caregiver.)

II. Procedure for lifting an infant

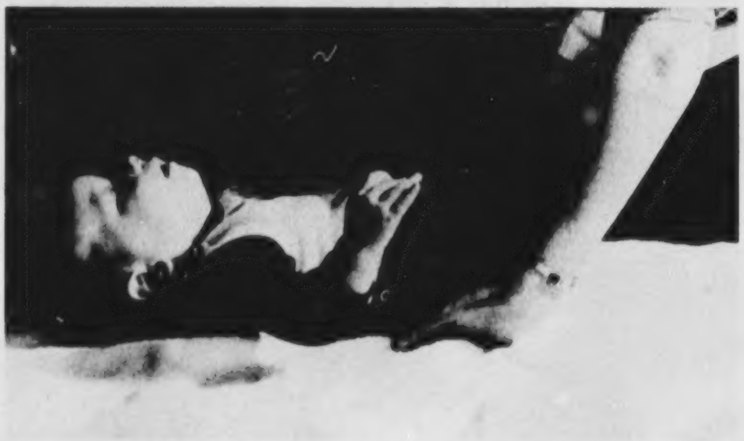
A. Slide one hand under the buttocks (Figure 2)

FIGURE 2



B. Slide your other hand under the shoulders and head (Figure 3)

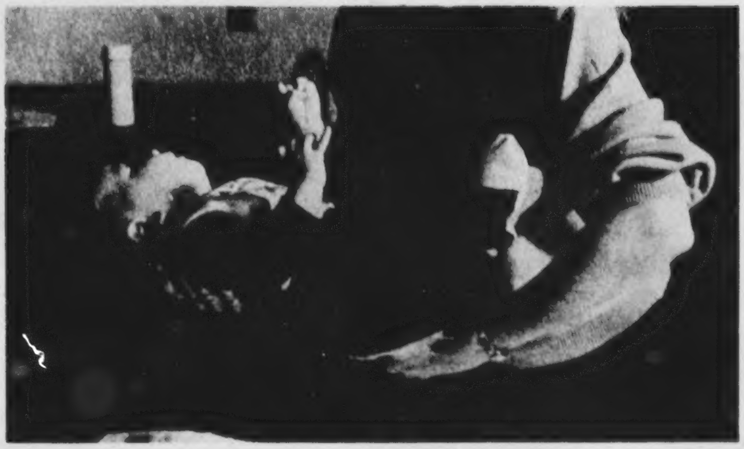
FIGURE 3



JOB SHEET #1

C. Lift baby up (Figure 4)

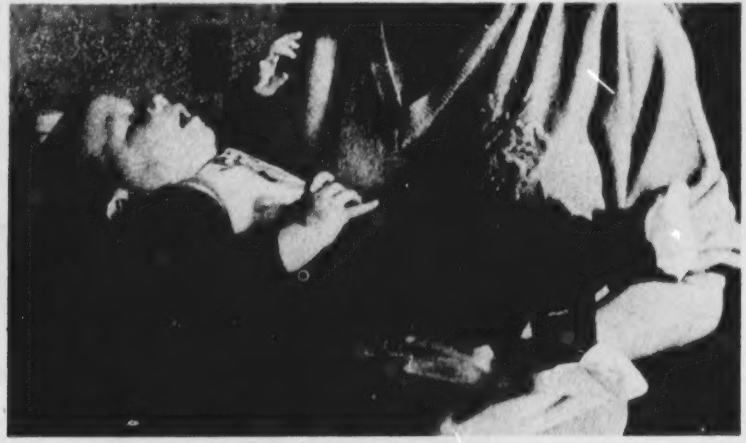
FIGURE 4



III. Procedure for holding an infant

A. Hold baby against your body with one arm while supporting the back and head with the other (Figure 5)

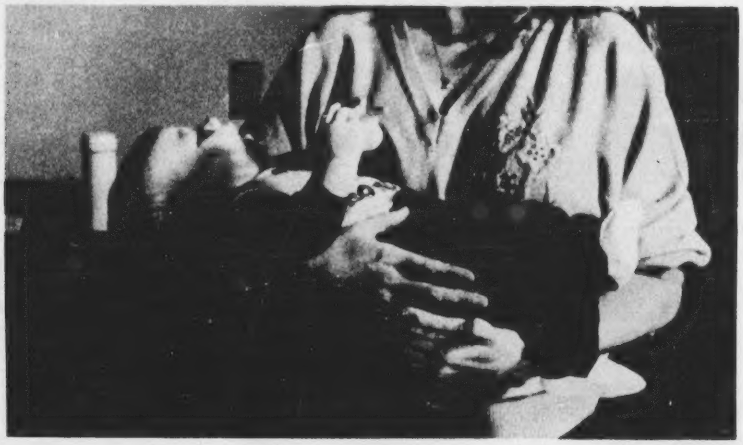
FIGURE 5



JOB SHEET #1

B. Cradle the infant in the crook of one arm while supporting the buttocks with your other arm (Figure 6)

FIGURE 6



INFANT CARE
UNIT I

JOB SHEET #2--BATHE AN INFANT

(NOTE: The procedures outlined in this job sheet may be changed with personal preferences, physician's instructions, and your experience. Be sure to have all supplies and clothing within reach to avoid leaving infant unattended.)

I. Equipment and materials

  A. Bathing area

  (NOTE: Select a table or countertop of convenient height and free from draft. Room temperature should be warm.)

  B. Tub or dishpan

  C. Wash cloth (soft)

  D. Mild soap

  E. Clean towel (soft)

  F. Baby shampoo

II. Procedure

(NOTE: Give sponge baths until the navel heals. The stump of the umbilical cord will dry out and drop off five to eight days after birth. The raw spot that remains should be kept clean and untouched.)

  A. Use two or three inches of water in the tub

  (NOTE: You may want to put a small towel, diaper, or sponge shaped and designed for infant bathing in the bottom of the tub to prevent the infant from slipping.)

  B. Test the temperature of the bath water with elbow

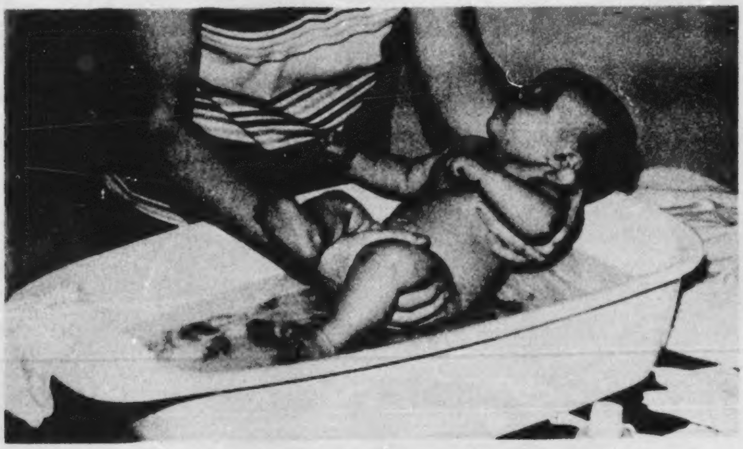
  (NOTE: It should feel lukewarm or about the temperature of the baby's body.)

JOB SHEET #2

C. Place infant in tub (Figure 7)

1. Use a firm grip
2. Slide one wrist under baby's neck and grasp child's arm beneath the armpit
3. Slide your other hand under infant's thighs and grip one leg above the knee

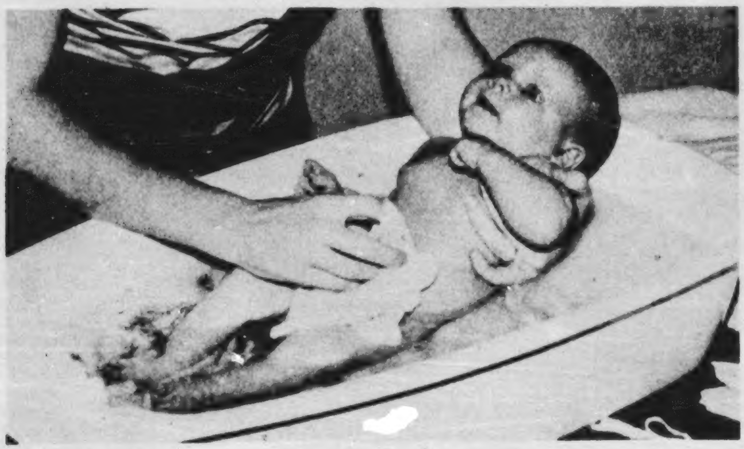
FIGURE 7



D. Wash the infant

1. Continue using firm grip, supporting the back and head (Figure 8)

FIGURE 8



JOB SHEET #2

2. Wash head and face first; do not use soap

   (NOTE: Special care should be given to the infant's scalp in order to prevent "cradle cap;" use nonirritating baby shampoo.)

3. Lather rest of body with soap

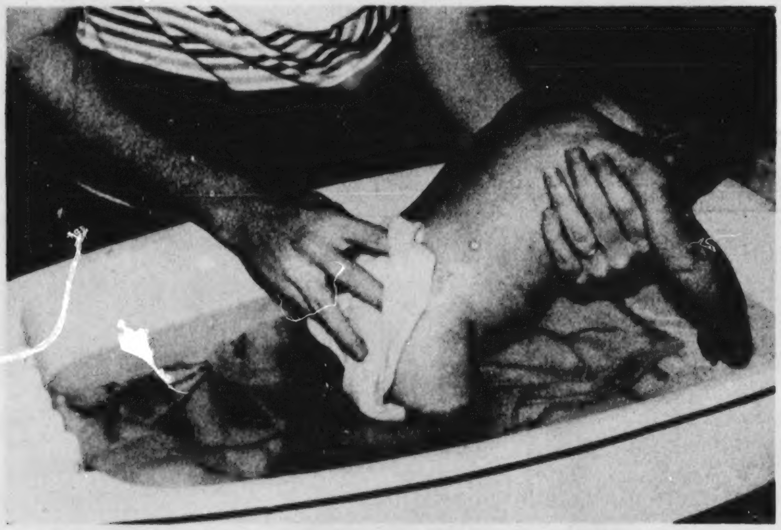
   (NOTE: Follow hospital instructions to cleanse genital area.)

4. Rinse using your writing hand

5. Turn infant over using both hands

6. Support chest while back is rinsed (Figure 9)

FIGURE 9



E. Lift from the water with same grip

F. Place on clean towel

G. Cover immediately to prevent chilling

H. Pat dry

   (NOTE: Avoid rubbing because the baby's tender skin is easily irritated.)

I. Dress infant

INFANT CARE
UNIT I

JOB SHEET #3--DIAPER AN INFANT

(NOTE: The procedures in this job sheet may be altered with personal preferences, physician's instructions, and your experience. They will vary depending on whether cloth or disposable diapers are used.)

I. Equipment and materials

(NOTE: Diaper pins, plastic pants, and diaper pail are necessary only if cloth diapers are used.)

A. Diaper

B. Diaper pins, two

C. Plastic pants

D. Covered diaper pail, half filled with water

E. Warm, damp washcloth

F. Waterproof pad

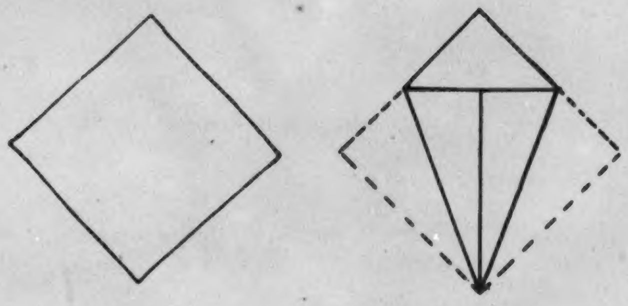
G. Firm, flat surface

II. Procedure for folding cloth diapers

(NOTE: There are many methods for folding diapers. They will vary according to diaper shape, personal preference, sex of the infant, and size of the infant. This procedure is for the kite method of folding square diapers.)

A. Fold in two sides of square diaper to form a long "V" (Figure 10)

FIGURE 10

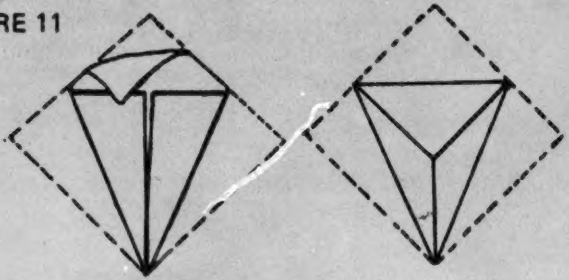


JOB SHEET #3

B. Turn down remaining flap (Figure 11)

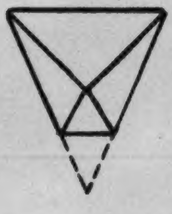
(NOTE: This makes the diaper form a triangle.)

FIGURE 11



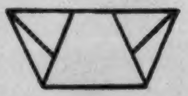
C. Fold up point of triangle (Figure 12)

FIGURE 12



D. Fold diaper in half (Figure 13)

FIGURE 13



III. Procedures for diapering

(NOTE: If using disposable diapers, follow manufacturer's directions.)

A. Place waterproof pad under infant

B. Remove soiled or wet diaper and throw away if disposable, or place in covered pail if cloth

(NOTE: Soiled diapers should be rinsed in the toilet and then soaked in the water.)

(CAUTION: Be sure to place pins OUT OF INFANT'S REACH!)

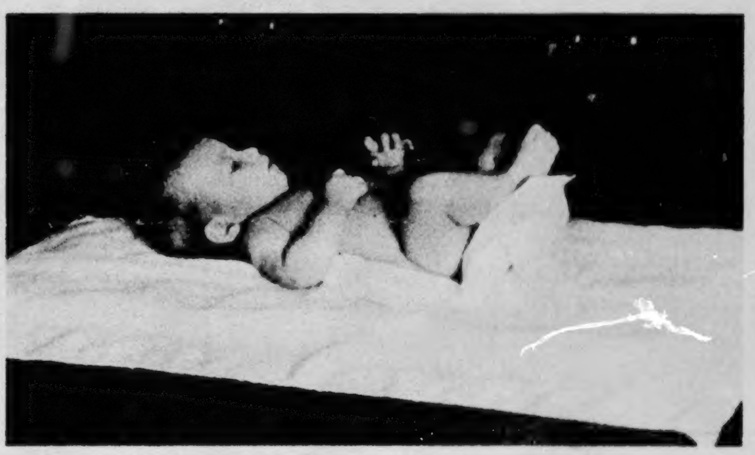
JOB SHEET #3

C. Cleanse diaper area with warm washcloth

D. Treat for diaper rash if necessary

E. Open diaper and place wide area under infant's hips (Figure 14)

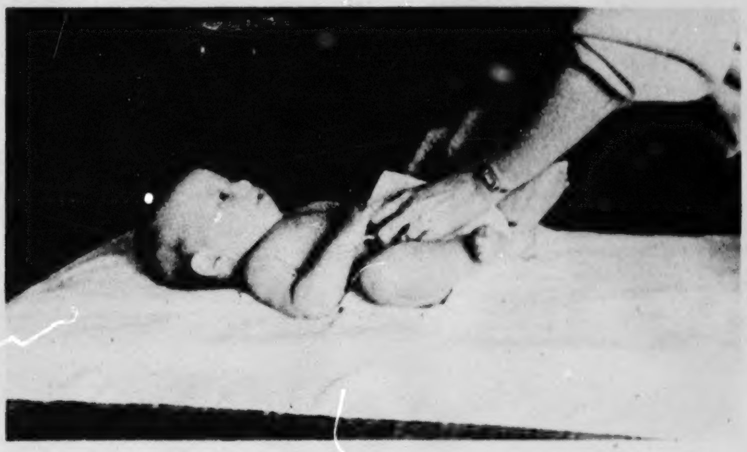
FIGURE 14



F. Bring the front of the diaper up between the legs, shaping the diaper around the legs as you bring it up (Figure 15)

(NOTE: This gives a tighter fit around the legs and prevents leakage.)

FIGURE 15



JOB SHEET #3

G. Secure two corners of diaper over front (Figures 16 and 17)

FIGURE 16

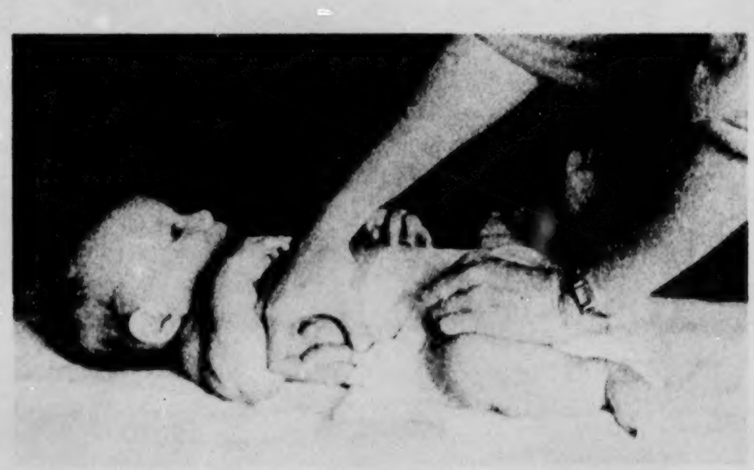
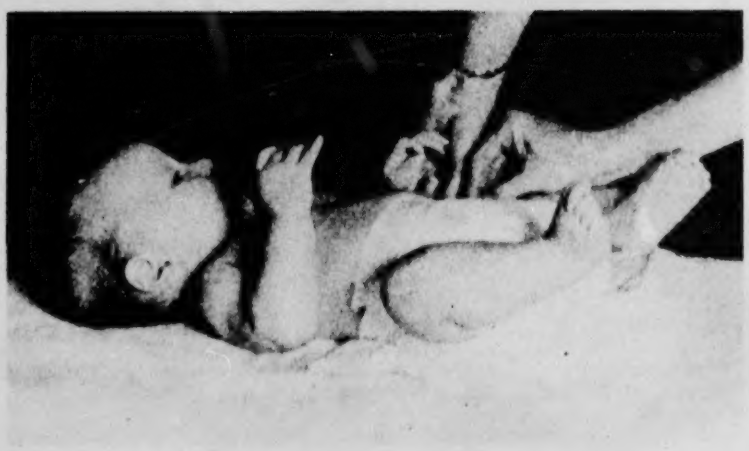


FIGURE 17



H. Put on clean plastic pants if cloth diapers were used

I. Clean area used for diapering

INFANT CARE
UNIT I

JOB SHEET #4--DRESS AN INFANT

I. Supplies

A. Diapered infant

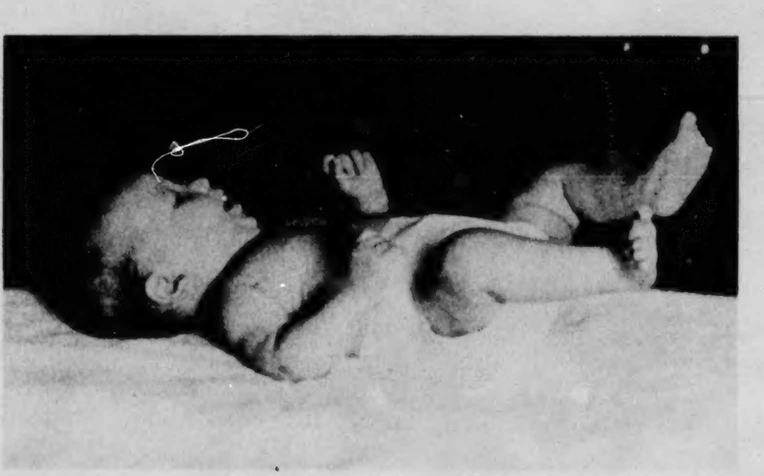
B. Clothing--Two-piece jumpsuit with snaps in back of top and snaps at the waist of the top and bottom

(NOTE: Clothing for an infant should be selected according to the temperature of the living quarters, rather than the season of the year.)

II. Procedure

A. Place diapered infant on safe, flat surface (Figure 18)

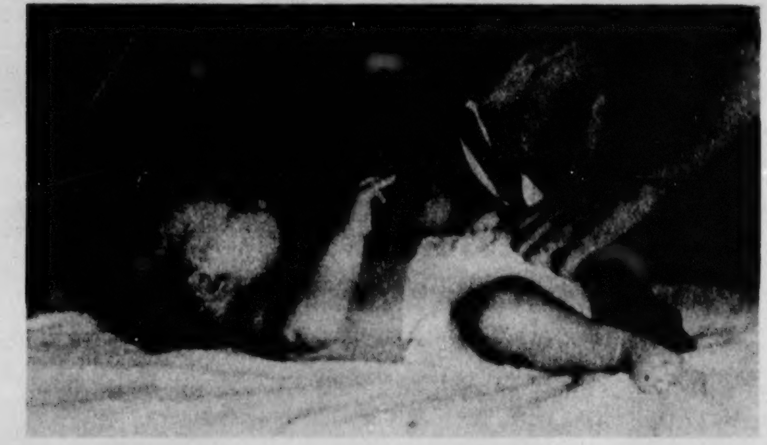
FIGURE 18



JOB SHEET #4

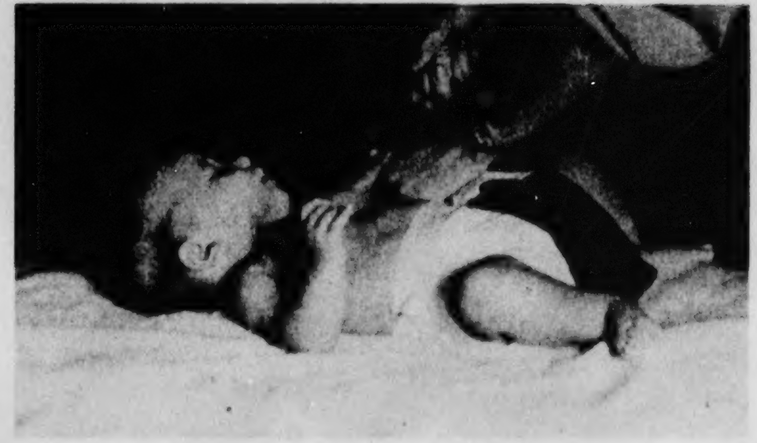
B. Put your fingers up sleeve of shirt top and grasp baby's fist (Figure 19)

FIGURE 19



C. Guide baby's fist through sleeve (Figure 20)

FIGURE 20

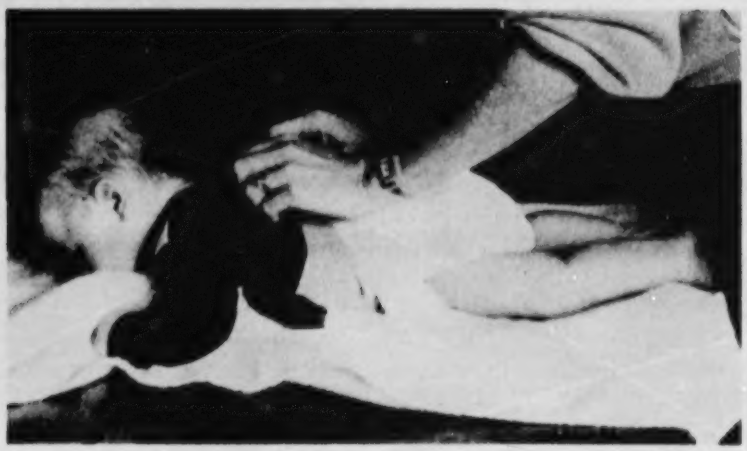


JOB SHEET #4

D. Repeat procedure for other sleeve

E. Turn baby over and snap back closings (Figure 21)

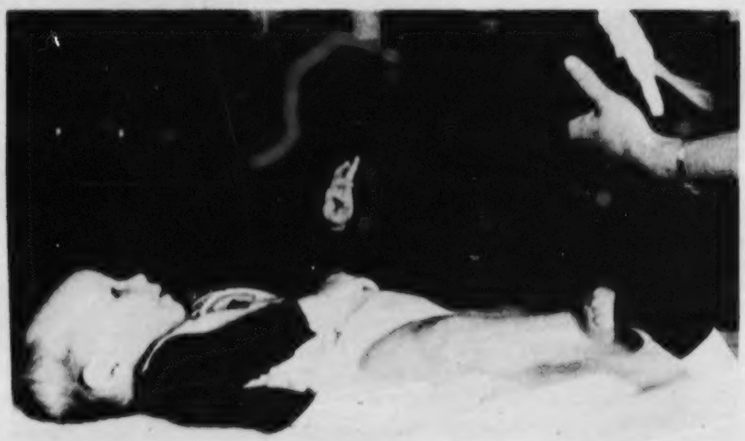
FIGURE 21



F. Turn baby over

G. Roll up leg of clothing bottom (Figure 22)

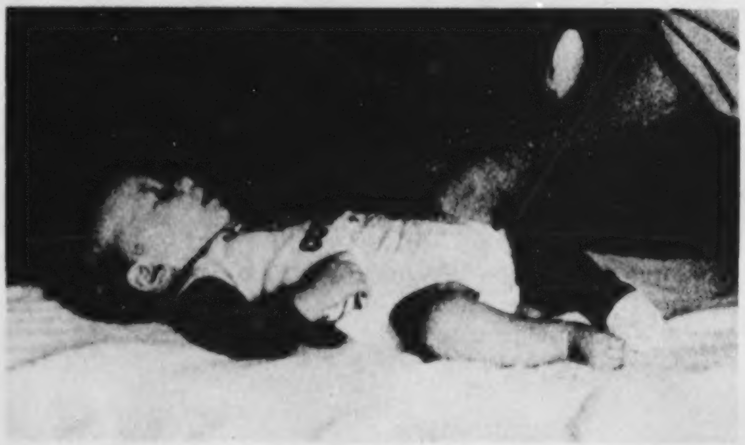
FIGURE 22



JOB SHEET #4

H. Guide clothing bottom on to baby's foot and up leg (Figure 23)

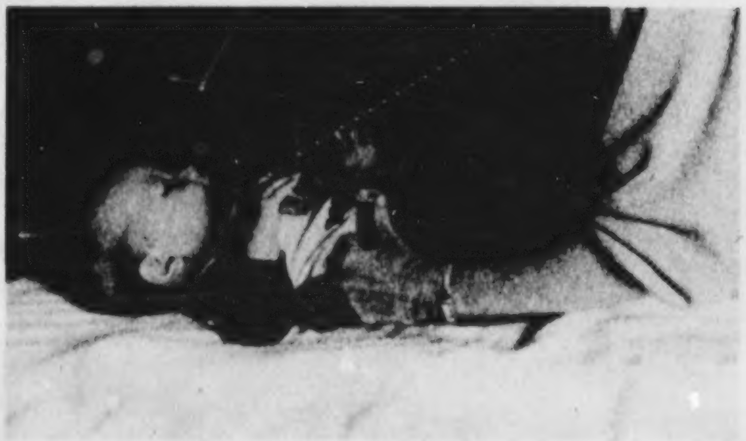
FIGURE 23



I. Repeat for other leg

J. Pull clothing bottom up to baby's waistline (Figure 24)

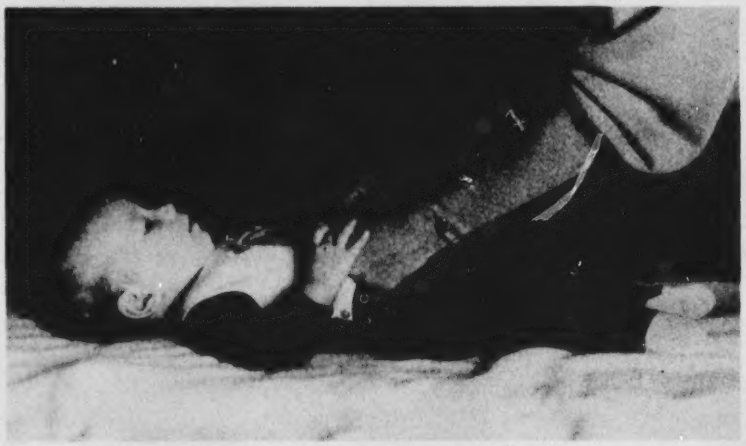
FIGURE 24



JOB SHEET #4

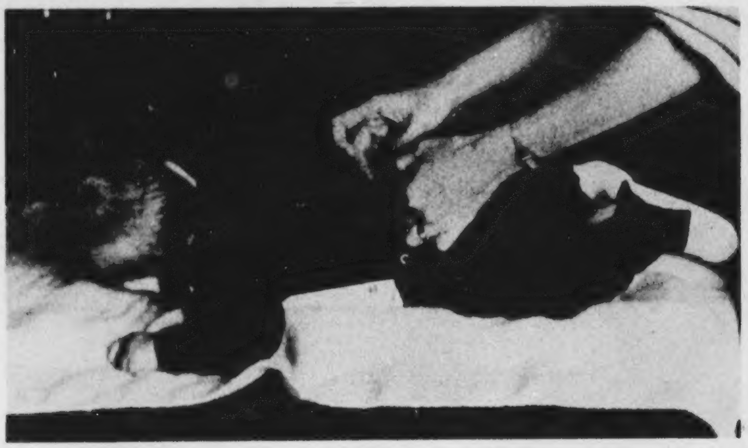
K. Snap bottom and top together in front (Figure 25)

FIGURE 25



L. Turn baby over and snap bottom and top together in back (Figure 26)

FIGURE 26



INFANT CARE
UNIT I

JOB SHEET #5--PREPARE FORMULA

(NOTE: Infant formulas come in a variety of prepared forms. The concentrated liquid form requires dilution before use, the dried form requires adding water before use, and full strength is a ready-to-serve formula. Concentrated liquid formulas are the most popular; they are slightly more convenient than the powdered forms, and are less expensive than the ready-to-serve variety. This job sheet is to be used to prepare concentrated liquid formulas.)

I. Equipment and supplies

A. Concentrated liquid formula, one can

B. Boiled water that has cooled

(NOTE: Amount will depend on formula used; refer to formula can.)

C. Funnel, sterilized

D. Measuring cup, sterilized

E. Sterile nipples

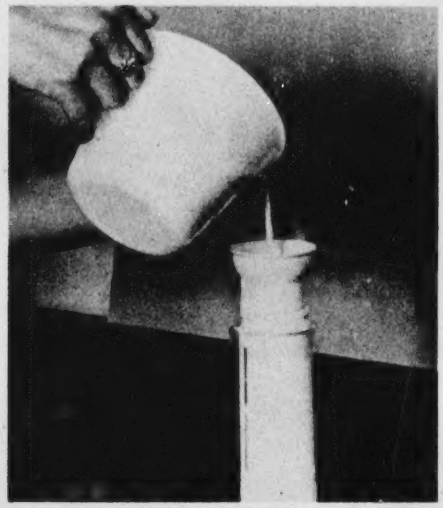
F. Sterile bottles *or* bottles that use pre-sterilized, disposable formula sacks

II. Procedure

A. Scrub and scald top of formula can before opening

B. Pour prescribed amount of formula into each of the bottles (Figure 27)

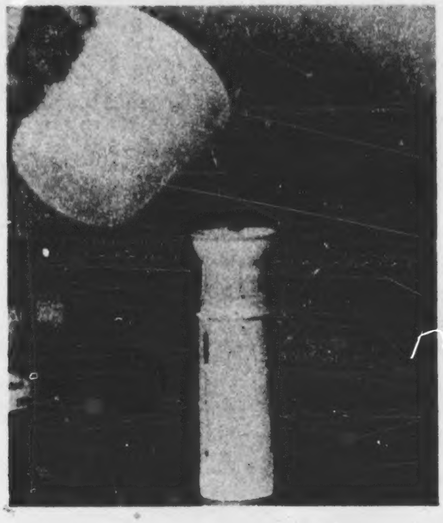
FIGURE 27



JOB SHEET #5

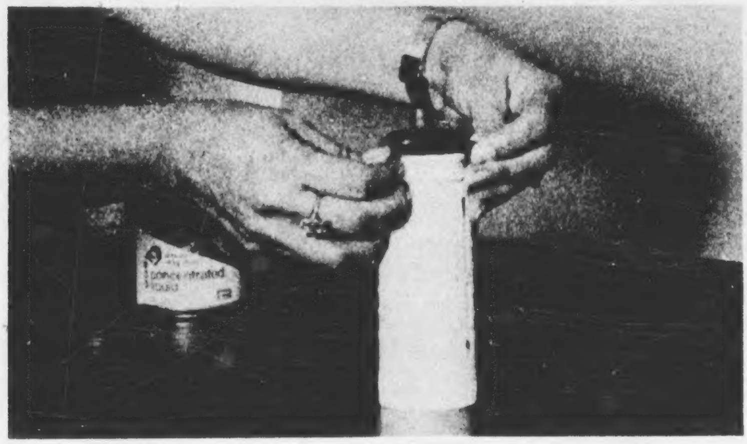
C. Add prescribed amount of sterilized water to liquid formula in each bottle (Figure 28)

FIGURE 28



D. Apply nipples, being careful to touch only the rims (Figure 29)

FIGURE 29



E. Press cap over nipple

F. Refrigerate until ready to use

INFANT CARE
UNIT I

JOB SHEET #6--FEED A BABY FROM A BOTTLE

I. Equipment and supplies

   A. Bottle of formula, warmed

   B. Towel or diaper

II. Procedure

   A. Wash hands

   B. Remove formula from refrigerator and shake

   C. Warm bottle

   (NOTE: Bottle may be warmed by heating in saucepan of water over low heat, heating in microwave oven, or holding under hot tap water.)

   D. Warm bottle to body temperature

   (NOTE: Shake bottle several times during heating to heat evenly.)

   E. Prepare nipple for feeding

   (CAUTION: AVOID TOUCHING THE END OF THE NIPPLE OR THE BOTTLE RIM.)

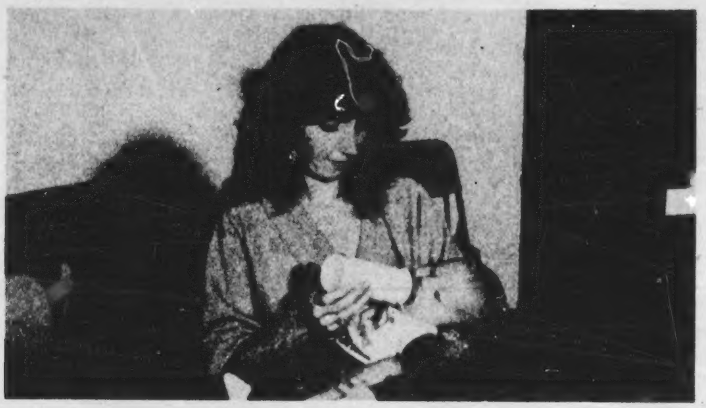
   F. Test the temperature of the formula by sprinkling a few drops on the inside of your wrist; it should feel warm, not hot

   (NOTE: If the formula is too hot, let it cool a little or hold it under cold running water if you are in a hurry.)

JOB SHEET #6

G. Hold infant cradled in the crook of one arm in a semi-upright position (Figure 30)

FIGURE 30



H. Feed baby until he/she seems satisfied

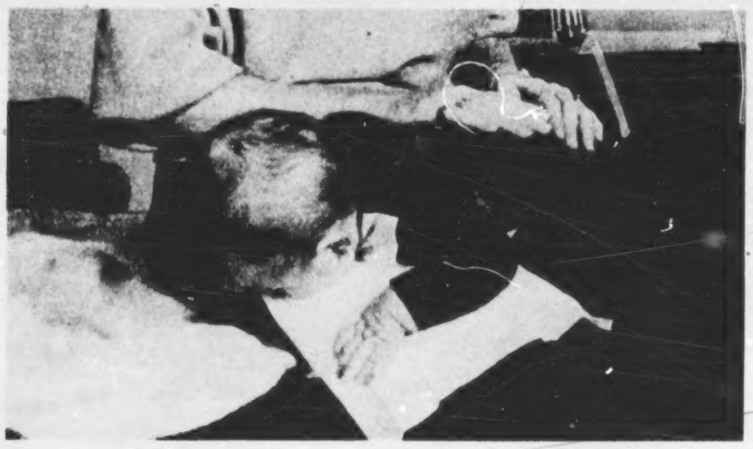
1. Keep nipple full of milk to avoid excessive air swallowing
2. Check nipple; if the nipple becomes clogged, the baby will not get milk fast enough and may swallow air or tire before getting enough to eat; if the nipple allows the milk to flow too fast, the baby may develop indigestion

I. Place towel or diaper on lap or shoulder

J. Bubble or burp infant during or after feeding by laying baby on stomach on towel in lap, on towel against shoulder, or by sitting baby up on your lap and patting on back gently but firmly (Figures 31, 32, and 33)

(NOTE: This will help infant get up any swallowed air. He or she may need bubbling or burping during the feeding, but only at a real pause in sucking. Do not interrupt baby's feeding.)

FIGURE 31



JOB SHEET #6

FIGURE 32

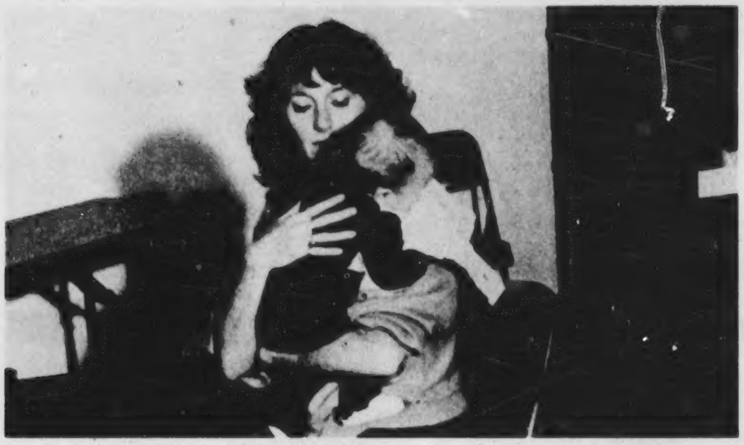
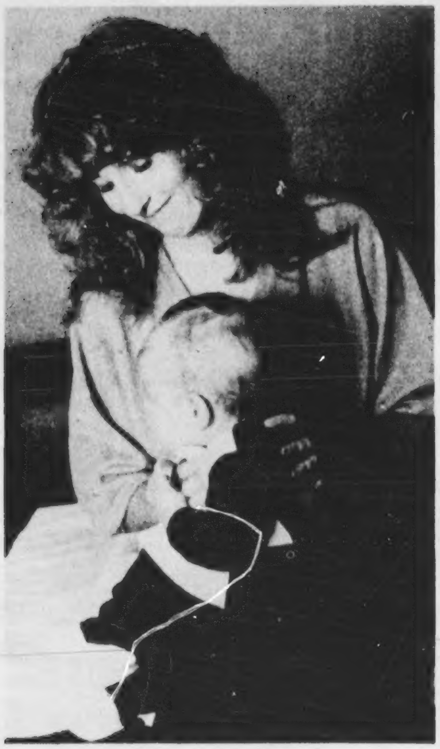


FIGURE 33



INFANT CARE
UNIT I

JOB SHEET #7--INTRODUCE SOLID FOODS TO AN INFANT

I. Supplies

A. Bib

B. Spoon with a small, shallow bowl

C. Diluted baby cereal or baby food

(NOTE: If using baby food from a jar, take out a small portion and place it in a bowl, returning the rest to the refrigerator. DO NOT feed directly from the jar unless baby is eating the entire jar in one feeding.)

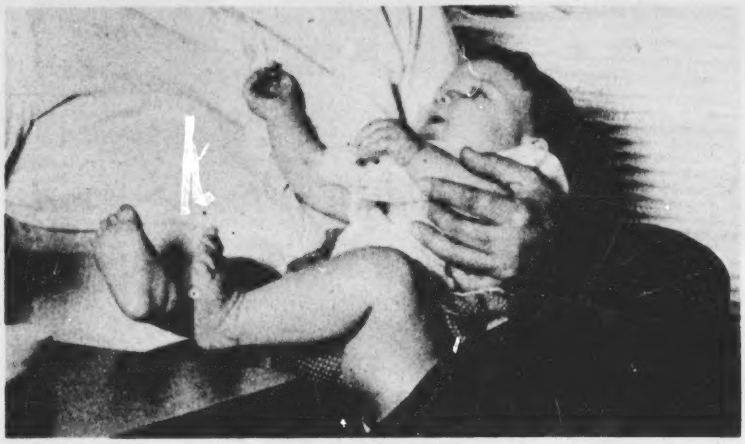
II. Procedure

A. Prepare food

B. Place bib on infant

C. Hold infant in a semi-sitting position with head cradled on your arm or use seat specially designed for infant (Figure 34)

FIGURE 34



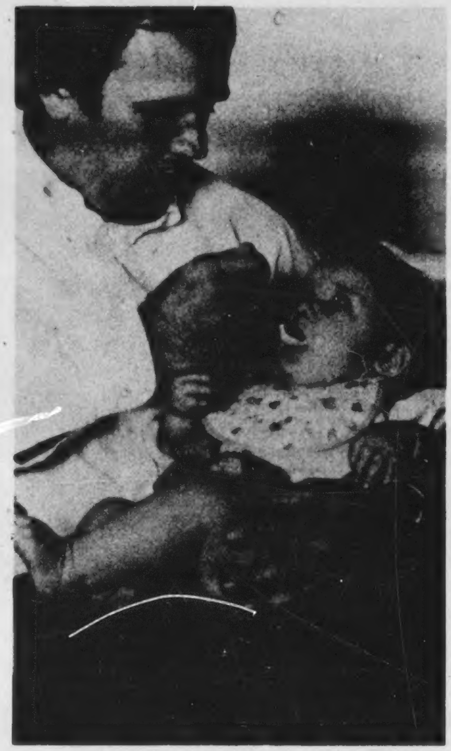
D. Place a very small amount of food on spoon

JOB SHEET #7

E. Feed baby (Figure 35)

(NOTE: During first feedings the infant will probably spit out a lot of what he or she is given. Eating foods of a new consistency is a new experience. You will have to scoop it off and spoon it back in more than once. The tongue retrusion reflex causes baby to spit out the food.)

FIGURE 35



F. Clean baby

INFANT CARE
UNIT I

TEST

NAME_________________________________ SCORE ______________

1. Match terms associated with infant care to the correct definitions. Write the correct numbers in the blanks.

_____a. Presentation of new and familiar objects and situations

_____b. Gradual growth to full maturity

_____c. Observance of health rules and requirements

_____d. Early childhood from birth to twelve months; child is referred to as a baby

_____e. After birth

1. Infancy
2. Stimulation
3. Development
4. Hygiene
5. Postnatal

2. List the basic needs of all infants.

a. ____

b. ____

c. ____

3. Select from the following list responsibilities of infant caregivers. Write an "X" in the blanks before the correct answers.

_____a. Carry out parents' instructions for infant's feeding schedule

_____b. Report infant's responses to feedings to parents

_____c. Assist parents when they have questions

_____d. Call doctor when baby has fever

_____e. Change diapers regularly and care for problems such as diaper rash

_____f. Report problems, such as diarrhea or diaper rash, to parents

_____g. Hold baby at all times to promote emotional development

_____h. Bathe or wash infant

_____i. Keep environment at a constant temperature so the infant will not be too hot or too cold

_____j. Change baby's diaper every two hours

_____k. Provide a safe environment

TEST

4. Discuss the importance of lifting and holding of an infant carefully.

5. Select from the following list factors to remember when feeding an infant. Write an "X" in the blanks before the correct answers.

_____a. Avoid propping bottles during feeding

_____b. Feed baby table foods

_____c. Select appropriate form of food

_____d. Discontinue feeding when baby spits out food

_____e. Give small amounts of new foods at first

_____f. Do not allow baby to touch foods

_____g. Expect a "mess" when feeding infants

_____h. Feed boy babies more than girl babies

_____i. Encourage children to feed themselves as soon as possible

6. Select from the following list factors to remember when bathing an infant. Write an "X" in the blanks before the correct answers.

_____a. Set aside a regular bath time each day

_____b. Leave baby unattended while he/she is playing in water

_____c. Select a sturdy working surface

_____d. Fill tub with water while baby is in tub

_____e. Complete the bath before allowing infant to play in water

_____f. Remain with infant CONSTANTLY while he/she is in the tub

_____g. Discourage climbing or standing while bathing

TEST

_____h. Avoid bathing baby before six weeks of age, since doing so will cause illness

_____i. Provide a warm place with no drafts

7. Select from the following list things to consider when selecting an infant's clothing. Write an "X" in the blanks before the correct answers.

_____a. Styles are simple

_____b. Colors are bright

_____c. Construction gives freedom for arms and legs

_____d. Launders easily

_____e. Necklines are secured with ties

_____f. Weight is appropriate for room temperature and season of year

_____g. Cost is reasonable

_____h. Clothes are at least two sizes too large to allow for growth

_____i. Fasteners are tightly secured

_____j. Clothing has growth features

8. List five influences that help develop good infant sleep habits.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

9. List two of each of the following ways to communicate with an infant.

a. Verbal

1) ______________________________

2) ______________________________

b. Nonverbal

1) ______________________________

2) ______________________________

TEST

10. List six things to check for if infant fusses.

a. ____

b. ____

c. ____

d. ____

e. ____

f. ____

11. Describe actions to take for common infant illnesses.

a. Fever-- ____________________________________

b. Cold/upper respiratory infection-- ____________________

c. Diarrhea-- __________________________________

d. Colic-- ____________________________________

TEST

12. Complete the following chart of activities that stimulate infants. List two activities for the ages listed and tha purpose for each in the blanks provided.

AGE	ACTIVITY	PURPOSE OF ACTIVITY
a. Newborn	1.	
	2.	
b. 3 months	1.	
	2.	
c. 12 months	1.	
	2.	

TEST

(NOTE: Test questions 13 through 18 are assignment sheets and job sheets. They are an important part of this unit. If they have not been completed, check with your instructor.)

13. Determine when to introduce foods to an infant.

14. Compare types of infant clothing.

15. Compare costs of diapers.

16. Develop a daily schedule for an infant.

17. Research licensing standards for infant caregivers and care centers.

18. Demonstrate the ability to

    a. Lift and hold an infant.

    b. Bathe an infant.

    c. Diaper an infant.

    d. Dress an infant.

    e. Prepare formula.

    f. Feed a baby from a bottle.

    g. Introduce solid foods to an infant.

INFANT CARE
UNIT I

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The points designated in parentheses are intended to be guidelines and should be adapted to meet the needs of each teaching-learning process. The point total is 400.)

1. (10 points)
   - a. 2
   - b. 3
   - c. 4
   - d. 1
   - e. 5
2. (3 points)
   - a. Physical care
   - b. Security
   - c. Sense of belonging and love
3. (22 points)

   a, b, c, e, f, h, i, k
4. (5 points)

   Discussion should include:
   - a. Infants learn to know adults and the world by the way they are held and handled
   - b. Gentle handling teaches children that the world is a good place to be and that they are loved
   - c. Infant's spine and head need support; AVOID LIFTING INFANT BY ARMS
   - d. Infants need the close contact of being held
5. (18 points)

   a, c, e, g, i
6. (18 points)

   a, c, e, f, g, i

ANSWERS TO TEST

7. (20 points)

   a, c, d, f, g, i, j

8. (5 points)

   Any five of the following:

   a. Good ventilation
   b. Constant temperature
   c. Separate and consistent sleep area
   d. Familiar objects, such as a soft toy or blanket
   e. Regular routines
   f. Regular sleep times
   g. Use of bed/crib for sleeping only, not as a playpen

9. (4 points)

   a. Any two of the following:
      1. Talking
      2. Singing
      3. Reading
      4. Repeating sounds baby makes

   b. Any two of the following:
      1. Holding
      2. Touching
      3. Smiling
      4. Eye contact
      5. Reactions of adults or caregivers

10. (6 points)

    Any six of the following:

    a. Soiled diaper
    b. Need for change in position
    c. Need for physical contact

ANSWERS TO TEST

d. Illness

e. Temperature

f. Need for food

g. Need for liquids

h. Need for burping

11. (20 points)

Descriptions should include:

a. 1) Take rectal temperature to find temperature

   2) Notify parent if rectal temperature is 101°F or above

   3) Inform parent of other symptoms

   4) Loosen clothing

   5) Give liquids

b. Notify parent if infant develops a fever, sore throat, or an earache

c. Notify parent if baby has more bowel movements than usual or if the stool is looser than usual, is watery, or has an unusual odor or color

d. 1) Make sure baby is burped after feedings

   2) Make sure baby is not getting milk too fast, causing him/her to gulp

   3) Position baby on stomach

   4) Notify parent if the symptoms are severe and persistent

12. (24 points)

a. Any two of the following:

ACTIVITY	PURPOSE OF ACTIVITY
Place baby on firm mat	Gives baby a chance to practice kicking and moving arms and legs
Change baby's position in crib from stomach to back to carry-all	Allows baby to practice moving arms and legs in different positions
Hang toys on side of crib	Encourages baby to turn head
Place finger or rattle in palm of baby's hand	Helps develop finger strength and coordination

ANSWERS TO TEST

Play radio for baby	Helps baby learn different sounds
Move a penlight back and forth	Encourages baby to move head and follow light with eyes
Hang mobile over baby's crib	Gives baby early experiences with sight and sound

b. Any two of the following:

ACTIVITY	PURPOSE OF ACTIVITY
Place baby on floor with the palms of your hands against the soles of his/her feet allowing him/her to ease forward	Gives the baby an opportunity to learn how to crawl
Play a sit-up game	Strengthens the baby's stomach muscles
Give baby a cradle gym	Encourages coordination and provides interest
Place baby under a tree	Provides sounds for listening and things to watch
Provide a spool necklace	Gives baby practice in reaching and manipulating
Give baby a feel glove	Allows infant to recognize texture differences

c. Any two of the following:

ACTIVITY	PURPOSE OF ACTIVITY
Allow baby to push car through tunnel	Gives baby experience with object permanence
Give baby coffee can and clothespins to place around rim	Gives baby experience with finger coordination
Let baby comb doll's hair, wash doll's face and hands	Provides baby practice in cleanliness and health practices
Make a block tower with baby	Develops small muscle control
Help baby play a shape game	Helps baby learn shapes .
Make a toy box for baby	Teaches baby how to put things away

ANSWERS TO TEST

13. Evaluated to the satisfaction of the instructor (25 points)
14. Evaluated to the satisfaction of the instructor (20 points)
15. Evaluated to the satisfaction of the instructor (20 points)
16. Evaluated to the satisfaction of the instructor (25 points)
17. Evaluated to the satisfaction of the instructor (15 points)
18. Performance skills evaluated to the satisfaction of the instructor
    a. (20 points)
    b. (20 points)
    c. (20 points)
    d. (20 points)
    e. (20 points)
    f. (20 points)
    g. (20 points)

TODDLER CARE
UNIT II

UNIT OBJECTIVE

After completing this unit, the student should be able to provide care to ensure that the toddler's needs are met. This knowledge will be shown by completing the assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with toddler care to the correct definitions.
2. Select from a list responsibilities of toddlers' caregivers.
3. Describe assistance given to toddlers by caregivers in daily routines/activities.
4. Discuss factors to consider in selecting toddlers' clothing.
5. Select from a list factors to consider in choosing and preparing food for toddlers.
6. State tips to aid in toilet training.
7. Select from a list responsibilities toddlers can begin to assume with supervision.
8. Complete a chart of activities that stimulate toddlers.
9. Complete immunization schedule.
10. Compare types of toddler clothing.
11. Observe toddlers' caregiver.
12. Observe bathing and dressing of a toddler.
13. Observe feeding of toddlers.
14. Observe toilet training.
15. Observe toddler nap time.
16. Develop a daily schedule for toddlers.
17. Research licensing standards for caregivers and care centers serving toddlers.

TODDLER CARE
UNIT II

SUGGESTED ACTIVITIES

I. Suggested activities

A. Order films, filmstrips, or other materials planned to supplement unit.

1. Draper, Thomas; Ganong, Marilyn Coleman; and Goodell, Virginia. *See How They Grow: Concepts in Child Development and Parenting*. New York: Butterick Publishing, 1980. (Chapters 9, 10, 11, and 12.)

2. Brisbane, Holly E. *The Developing Child*. 3rd ed. Peoria, Illinois: Chas. A. Bennett Co., Inc., 1980. (Chapters 9, 10, and 11.)

B. Provide students with objective sheet.

C. Provide students with information and assignment sheets.

D. Discuss unit and specific objectives.

E. Discuss information and assignment sheets.

F. Adapt materials for special needs students.

G. Assist students in making arrangements to complete observations required in Assignment Sheets #3 through #7.

H. Arrange for worker in toddler care center to come to school and serve as a resource person. Have this person cover information students need to complete Assignment Sheets #8 and #9.

I. Gather toddler clothing and bring these items to class, or arrange for a study tour of a clothing store that specializes in toddler clothing to help students complete Assignment Sheet #2.

J. Arrange for a study tour to a toddler care center to observe group care of toddlers. While at center have students look at daily schedules available for toddlers. These activities will help students complete Assignment Sheet #8.

K. Have students observe toddlers of various ages, such as 12-15 months, 15-24 months, and 2-3 years. Note differences among the ages during class discussion.

L. Have students research diseases that immunizations are given for to find out what would happen if diseases were contracted.

SUGGESTED ACTIVITIES

M. Assign outside readings from *See How They Grow: Concepts in Child Development and Parenting*, chapters, 9, 10, 11, and 12; and *The Developing Child*, chapters 9, 10, and 11.

N. Visit a pedodontist or invite one to class. Have this person discuss the following points.

   1. What tooth care is important for toddlers?
   2. Why do some people get cavities in spite of careful diet and tooth care?
   3. What foods do you feel are bad for teeth? Why?

O. Have students design games/activities that will teach zipping, tying, and buttoning. Allow students to share these activities with toddler group.

P. Encourage students to plan and prepare toddler meals and snacks as home experiences or for extra points.

Q. Have students cut pictures, from magazines, of foods suitable for toddlers. Also, have students compile a small recipe file of foods and snacks suitable for toddlers.

R. Have students price and compare types of children's toilet seats or potty chairs.

S. Localize observation reports by having a preschool for toddlers at school, allowing students to complete observations as home experiences, or assisting students in arranging to visit a toddler care center or home.

T. Give test.

U. Reteach if necessary.

II. Instructional materials

   A. Objective sheet

   B. Suggested activities

   C. Information sheet

   D. Assignment sheets

      1. Assignment Sheet #1--Complete Immunization Schedule
      2. Assignment Sheet #2--Compare Types of Toddler Clothing
      3. Assignment Sheet #3--Observe Toddlers' Caregiver
      4. Assignment Sheet #4--Observe Bathing and Dressing of a Toddler

SUGGESTED ACTIVITIES

5. Assignment Sheet #5--Observe Feeding of Toddlers
6. Assignment Sheet #6--Observe Toilet Training
7. Assignment Sheet #7--Observe Toddler Nap Time
8. Assignment Sheet #8--Develop a Daily Schedule for Toddlers
9. Assignment Sheet #9--Research Licensing Standards for Caregivers and Care Centers Serving Toddlers

E. Answers to assignment sheets

F. Test

G. Answers to test

III. Unit references

A. Atlanta Public Schools. *Competency Based Child Care and Development Occupations*. Washington, D.C.: U.S. Government Printing Office, 1974.

B. Draper, Henry; and Draper, Mary Wanda. *Studying Children*. Peoria, Illinois: Chas. A. Bennett Co., Inc., 1977.

C. Hurlock, Elizabeth B. *Child Growth and Development*. New York: Webster Division/McGraw-Hill Book Company, 1978.

D. Sawatzky, Joyce. *Family Living*. Stillwater: Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1978.

E. Draper, Mary Wanda; and Draper, Henry E. *Caring For Children*. Peoria, Illinois: Chas. A. Bennett Co., Inc., 1979.

F. Benson, Ann. *Occupational Child Development*. Stillwater: Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1975.

G. *Better Homes and Gardens Baby Book*. New York: Meredith Corporation, 1973.

H. Draper, Thomas; Ganong, Marilyn Coleman; and Goodell, Virginia. *See How They Grow: Concepts in Child Development and Parenting*. New York: Butterick Publishing, 1980.

TODDLER CARE
UNIT II

INFORMATION SHEET

I. Terms and definitions

   A. Toddler--Child from twelve months to three years old

   B. Sphincter muscles--Muscles that control elimination

   C. Large motor skills--Movements that use the large muscles of the back, legs, shoulders, and arms

      EXAMPLES: Walking; running; throwing

   D. Small motor skills--Movements that involve the finer muscles of the wrists, fingers, and ankles; usually require eye-hand coordination

      EXAMPLES: Drawing; walking on tip-toe; feeding self

   E. Eye-hand coordination--Coordinating precise movements of the hands with what is seen

      EXAMPLE: Reading; stringing beads

   F. Plaque--Sticky, colorless film, formed by bacteria, on teeth

      (NOTE: Plaque reacts with leftover food particles and liquids in the mouth [especially sugar] to produce acids which dissolve hard tooth enamel and begin a cavity.)

II. Responsibilities of toddlers' caregivers (Assignment Sheets #1 and #9)

   A. Communicate with toddler

   B. Be consistent with rules set by parents

      (NOTE: These rules should not vary without reason.)

   C. Express loving concern to toddlers

   D. Provide toddler with play and stimulation, indoors and outdoors

   E. Provide foods that assist in meeting daily nutritional intake requirements for toddler

   F. Provide time for the toddler to rest and sleep

      (NOTE: Provide individual mats or cots for each child.)

   G. Assist parents when they have questions

   H. Report changes in toddler behavior to parents

      EXAMPLES: Less active than usual; flushed appearance; did not eat lunch

INFORMATION SHEET

I. Provide a safe environment

EXAMPLE: "Child proof" the center by placing dangerous items out of toddler's reach

J. Bathe or wash toddler as necessary

K. Report problems, such as diarrhea or skin rash, to parents

L. Support toilet training started by parents

(NOTE: Toilet training should be a relaxed, pleasant activity; potty chairs must be sanitized after each use.)

M. Provide/require disease immunizations

N. Handle behavior/discipline problems in a consistent manner

O. Be sensitive to toddler's feelings, needs, and fears

P. Listen to toddler

Q. Report illnesses that other children in the center have

EXAMPLE: Measles

R. Help toddler cope with needs for dependence and independence

S. Meet, and assist center in meeting, licensing standards

III. Assistance given to toddlers by caregivers in daily routines/activities (Assignment Sheets #3, #4, #5, #6, #7, and #8)

A. Bathing

(NOTE: Most toddlers are bathed in family tub; this requires less preparation and allows room for toys and splashing.)

1. Check water temperature
2. Complete bathing before allowing water play
3. Observe toddler at all times
4. Wash, or help toddler wash, face first
5. Give assistance when needed
6. Have pleasant but firm manner
7. Use praise and positive remarks to encourage self-help
8. Encourage self-help in dressing
9. Work quickly, but without hurrying

INFORMATION SHEET

B. Feeding

1. Provide a quiet activity before the meal
2. Have toddlers use bathroom and wash hands before going to the table
3. Provide peaceful, quiet, and uncluttered surroundings
4. Remain calm and be aware that toddlers are learning to eat and accept new foods
5. Accept toddlers' needs to touch and eat food with hands
6. Provide eating utensils that are safe and an easy size for toddlers to handle
7. Provide a drinking cup that is easy to handle and not over 2/3 full
8. Provide tables and chairs suitable to the size of the children
9. Give small portions of foods
10. Offer new foods as well as familiar ones
11. Serve attractive foods with a variety of colors, textures, and flavors
12. Give help where and when needed

C. Toilet training

1. Recognize individual words or signs that toddler is about to have a bowel movement or needs to urinate

   (NOTE: Use correct terminology when referring to toddler's body parts and functions.)
2. Place toddler on toilet seat or chair at the appropriate time
3. Provide toilet chair or seat with adequate support for feet and arms
4. See that child can sit steadily on toilet chair or seat
5. Seem pleasant and unhurried
6. Praise toddler for success
7. Refrain from expressing anger or disgust during the toileting procedure
8. Refrain from leaving toddler on toilet chair or seat for a long period of time
9. Flush toilet when toddler is away from the bathroom

INFORMATION SHEET

D. Nap time

1. Carry out quiet activity immediately before nap time
2. Darken room as much as possible
3. Eliminate noise, except for soft music
4. Provide bed/cot/mat and cover for each child
5. Aid in removing shoes and other tight-fitting clothing
6. Work in a calm, organized manner
7. See that each child is settled, giving personal attention as needed
8. Supervise children during nap time

E. Brushing teeth

(NOTE: By the third birthday, almost all children have a full set of twenty baby teeth.)

1. Provide toddler with own toothbrush

   (NOTE: Make sure the toothbrush is one that the toddler can control and use easily.)

2. Demonstrate correct brushing procedures

   EXAMPLES: Move brush up and down, not crosswise; work bristles between teeth; brush inner and outer surfaces of teeth angling bristles against gum line; brush chewing surfaces; rinse mouth vigorously to remove plaque and loosened food particles

3. Teach child to floss
4. Begin dental visits during second year

IV. Factors to consider in selecting toddlers' clothing (Assignment Sheet #2)

A. Comfort

1. Garment allows freedom of movement
2. Fabric does not irritate the skin
3. Fabric allows stretch with movement

INFORMATION SHEET

4. Garment is correct size

   (NOTE: It is as uncomfortable to wear a garment that is too large as it is to wear a garment that is too small; have children try on clothes before buying, since sizes vary according to company and style.)

5. Shoes have firm, flexible soles

B. Durability

1. Garment can withstand hard wear and repeated laundering
2. Stitching is close and even, and thread is strong; seams are reinforced at points of strain
3. Fasteners and trims are firmly attached
4. Fabric resists wrinkles, and wears and launders well

C. Occasion–Clothing should be selected for the events or places for which they will be worn

(NOTE: Casual clothing is appropriate for most occasions; most children also have one or two dress-up outfits.)

D. Growth features

1. Hemlines or cuffs can be let down
2. Overalls or jumpsuits have straps long enough to lower the buttons
3. Sleepwear has two rows of fasteners at the waist
4. Garments have large seam allowances
5. Knit fabrics stretch as size changes

E. Self-help features

1. Openings are in front
2. Buttons are large
3. Garment has zippers
4. Slacks have elastic waists
5. Front and back are marked
6. Right and left are easily identified

INFORMATION SHEET

F. Safety features

  1. Outer garments are brightly-colored
  2. Shoes have nonslick soles
  3. Sleepwear is flame retardant
  4. Garment has no ties or sashes
  5. Shoes and clothing fit properly
  6. Weight is appropriate for weather and conditions

V. Factors to consider in choosing and preparing food for toddlers (Assignment Sheet #5)

  A. Nutritional value

  B. Total daily calorie and nutrient intake

  C. Attractiveness and colorfulness

  D. Texture

  E. Shape

  F. Temperature

  G. Ease of eating

  H. Bite-sized pieces

  I. Regular feeding time; should not be allowed snacks to make up for a light meal

  EXAMPLE: A child who refuses to eat at one meal should wait until the next scheduled eating time

  J. Foods not highly seasoned

  K. Finger foods to help toddlers learn how to feed themselves

  (NOTE: Good finger foods for toddlers include carrots, celery sticks, scrambled eggs, hard-boiled eggs, cookies, and crackers.)

  L. Extra time allowed for the longer amount of time it takes toddlers to complete eating

  M. Foods served in small amounts

  N. Midmorning and midafternoon snacks consisting of healthy foods--not junk foods

  O. Snacks not offered right before a meal or as a reward

INFORMATION SHEET

P. Toddlers not forced to eat or made to feel they must "clean their plates" to win affection

(NOTE: Toddlers' interest in food decreases because of their interest in many new things. An occasional missed meal or a meal not totally eaten should not overly concern caregivers.)

Q. Toddlers allowed to assist in food preparation

VI. Tips to aid in toilet training (Assignment Sheet #6)

A. Toilet training will take place only when the sphincter muscles are mature (approximately 2 years) AND when the child becomes aware of the sensations that warn elimination is about to occur

(NOTE: After both types of maturity are complete, the child must still learn how to control and release the sphincter muscles voluntarily.)

B. There is no set age at which a child should be toilet trained

(NOTE: Children reach physical and emotional maturity at different ages.)

C. Bowel training usually comes before bladder training

D. Toilet training usually begins with the caregiver noting the approximate time of bowel movements each day--at this time the child is placed on a sturdy child's seat on the adult toilet or a potty chair a few minutes before that time

(NOTE: Children who do not follow a regular pattern of elimination are usually harder to train than those who do.)

E. Caregiver's attitudes toward toilet training are important

F. Toilet training must take place in a relaxed and comfortable atmosphere with interest and calm encouragement provided by caregivers

G. Bladder training is usually begun several months after bowel training with the caregiver noting the pattern and placing the toddler on the potty or toilet for short periods at specific times

EXAMPLES: Before and after meals, bath, and sleep

H. Substitution of training pants for diapers during bladder training eliminates much dressing and undressing

(NOTE: It is also a lot faster and inspires self-help in the child.)

I. Praise success; avoid making the child feel ashamed or anxious about natural bodily functions

(NOTE: Toileting "accidents" are to be expected.)

INFORMATION SHEET

J. At first, boys, as well as girls, will sit down to urinate

K. Since nighttime control is not achieved for some time, a toddler who is trained during the day will still need diapers at bedtime and nap time until full control is achieved

VII. Responsibilities toddlers can begin to assume with supervision

A. Wash and dry face and hands

B. Use toilet

C. Feed self

D. Carry dishes to kitchen

E. Blow nose into tissue

F. Choose clothing

G. Dress self

H. Put away toys after each play period or at specific times

I. Bathe self

J. Brush teeth

VIII. Activities that stimulate toddlers

AGE	ACTIVITY	PURPOSE OF ACTIVITY
12-15 months	Give toddler cloth book	Gives practice with eye-hand coordination
	Provide building blocks	Provides eye-hand motor coordination activity
	Play catch with toddler	Gives practice in large motor development
	Provide large crayons and paper	Gives practice in fine motor development
	Give toddler a small box that has a lid on it and a surprise inside	Provides practice in fine motor development

INFORMATION SHEET

AGE	ACTIVITY	PURPOSE OF ACTIVITY
15-24 months	Help toddler throw bean bags	Develops gross motor skills
	Organize running activity	Develops gross motor coortion
	Prepare simple foods requiring stirring with a spoon	Develops gross motor coordination
	Sing body awareness songs	Teaches body parts
	Have toddler play with a shape sorter	Teaches child visual discrimination
	Allow child to walk up steps	Provides gross motor practice
	Play dress up with simple clothing items	Provides opportunity for imitation and roleplaying
2-3 years	Help make "book" of items toddler should be able to recognize; write names for these items on appropriate pages	Teaches toddler language development
	Allow toddler to play with push and pull toys	Encourages development of gross motor coordination
	Allow toddler to kick ball	Helps toddler develop large motor skills
	Supervise peeling bananas	Develops fine motor coordination
	Have toddler unwrap presents	Allows fine motor practice
	Organize "Simon Says" game	Allows practice of social and listening skills
	Organize "Ring Around the Rosie"	Develops socializing and listening skills

TODDLER CARE
UNIT II

ASSIGNMENT SHEET #1--COMPLETE IMMUNIZATION SCHEDULE

NAME____ SCORE____________

An immunization gives protection against a specific disease. Immunizations prevent the passing of diseases from one person to another. Unless protection is provided against diseases, they can easily turn into epidemics. Vaccines, which contain very small amounts of disease germs, are placed or injected into the person's body. This causes the body to produce antibodies to fight off the germs of that disease; thus, preventing the person from contracting the disease.

There are seven diseases that most doctors innoculate against and which every child needs protection from--these are tetanus, diptheria, whooping cough (pertussis), polio, measles, rubella (German measles), and mumps. Each of these can cause serious illness or even death if contracted.

PART I

Visit with a nurse, pediatrician or other resource person to identify when and what immunizations are given for newborn through 16 years of age. Use this information to complete the immunization schedule below. Fill in the ages the immunizations are given.

Tetanus	Diptheria	Whooping Cough (pertussis)	Polio	Measles	Rubella (German Measles)	Mumps

ASSIGNMENT SHEET #1

PART II

Visit with the owner/operator of a toddler care center. Find out what immunizations are required of toddlers before they are allowed to enroll in the center; list these below.

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TODDLER CARE
UNIT II

ASSIGNMENT SHEET #2--COMPARE TYPES OF TODDLER CLOTHING

NAME ______________________ SCORE ______________

There are many factors to consider during the purchase or selection of toddler clothing. Toddlers grow very quickly and are very hard on their clothing. Clothing for toddlers can cost as much or as little as you want it to. Select three toddler outfits. These items might be found in a clothing store or might be clothing items owned by a friend, neighbor, or relative. Use unit information and the following chart as you evaluate each outfit. Rate each characteristic for each outfit by writing "GOOD", "FAIR", or "POOR" in spaces provided. Bring outfits to class with this assignment sheet to assist in class discussion.

PART I

CLOTHING CHARACTERISTICS	OUTFIT #1	OUTFIT #2	OUTFIT #3
Design allows for freedom of movement			
Fabric does not irritate the skin			
Fabric stretches with movement			
Outfit will withstand hard wear and repeated laundering			
Stitching is close and even			
Stitching thread is strong			
Seams are reinforced at points of strain			
Fasteners and trims are firmly attached			
Fabric wears well			
Fabric resists wrinkles			
Fabric will launder well			
Clothing contains self-help features			
Clothing contains growth features			
Clothing contains safety features			

ASSIGNMENT SHEET #2

PART II

A. Which outfit would you recommend for a toddler to wear? ____________________

____

Why? ____

____

B. Which outfit would you recommend a toddler not wear, if any? ____________________

____

Why? ____

____

TODDLER CARE
UNIT II

ASSIGNMENT SHEET #3--OBSERVE TODDLERS' CAREGIVER

NAME ____ SCORE ____________________

This assignment should be completed while observing a toddlers' caregiver. This person could be a parent of a toddler, or the person responsible for caring for the toddler group in a child care center.

Keep in mind that your observation report will vary depending on the setting you are in and the age of the toddler(s). It will also vary depending on the time of day and length of observation. The previous experience of the toddler caregiver may also affect responses to the needs of toddlers.

Use unit information and other resources to help you complete this assignment. Take time to discuss your observations as a class after completing this assignment. Keep in mind that observation reports are confidential.

PART I

Name of toddler care center--____

Experience of the caregiver--____

____

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____

Number of children being cared for--____

Number of toddlers being cared for--____

Number of adults present--____

Date--____________________________ Time of observation--____________________

Length of observation--____

ASSIGNMENT SHEET #3

PART II

Describe as many situations as possible in which there was evidence of the toddlers' caregiver doing each of the following.

A. Communicating with toddler--____________________

B. Being consistent with rules set by parents--____________________

C. Expressing loving concern to toddler--____________________

D. Providing toddler with play and stimulation indoors and outdoors--__________

E. Providing foods that assist in meeting daily nutritional intake requirements for toddler--

F. Providing time for the toddler to rest and sleep--____________________

ASSIGNMENT SHEET #3

G. Assisting parents when they have questions--

H. Reporting changes in behavior to parents--

I. Providing a safe environment--

J. Bathing or washing toddler as necessary--

K. Reporting problems, such as diarrhea or skin rash, to parents--

L. Supporting toilet training started by parents--

M. Handling toileting accidents calmly--

ASSIGNMENT SHEET #3

N. Handling behavior/discipline problems in consistent manner--

O. Being sensitive to toddlers' feelings, needs, and fears--

P. Listening to toddler--

Q. Reporting illnesses that other children in the center have--

R. Helping toddler cope with needs for dependence and independence--

TODDLER CARE
UNIT II

ASSIGNMENT SHEET #4--OBSERVE BATHING AND DRESSING OF A TODDLER

NAME ______________________ SCORE __________

Observing bathing and dressing of a toddler will provide you an opportunity to learn from others. This experience is intended to help you feel confident in the total care of toddlers. As you observe the bathing and dressing of a toddler, complete the observation form that follows. Learn from this experience so that you can bathe and dress a toddler with ease.

PART I

Place of observation--______________________

First name of child--______________________

Age--______________ Sex--______________

Date--______________ Time of observation--__________

Length of observation--______________________

Did the toddler caregiver . . .	YES	NO	DESCRIPTION
check the water temperature?			
complete bathing before allowing water play?			
observe toddler at all times?			

ASSIGNMENT SHEET #4

Did the toddler caregiver . . .	YES	NO	DESCRIPTION
wash, or help toddler wash, face first?			
give assistance when needed?			
have a pleasant but firm manner?			
use praise and positive remarks to encourage self-help			
encourage self-help in dressing?			
work quickly without hurrying?			

Adapted from Atlanta Public Schools. *Competency Based Child Care and Development Occupations*. Washington, D.C.: U.S. Government Printing Office, 1974, pp. 7-80.

ASSIGNMENT SHEET #4

PART II

A. List the ways you feel the toddler caregiver did a good job bathing and dressing the toddler.

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B. List the factors you think are most important in bathing and dressing a toddler.

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TODDLER CARE
UNIT II

ASSIGNMENT SHEET #5--OBSERVE FEEDING OF TODDLERS

NAME ______________________________ SCORE ______________

Observing feeding of toddlers will provide an opportunity to learn from others. This experience is intended to help you feel confident in the total care of toddlers. As you observe the feeding of toddlers, complete the observation form that follows. Learn from this experience so you can feed toddlers with ease.

PART I

Place of observation--______________________________

Number of toddlers--______________________________

Date--______________________________

Length of observation--______________________________

Did the toddler caregiver . . .	YES	NO	DESCRIPTION
provide a quiet activity before the meal?			
have toddlers use bathroom and wash hands before going to the table			

ASSIGNMENT SHEET #5

Did the toddler caregiver . . .	YES	NO	DESCRIPTION
provide peaceful, quiet and uncluttered surroundings?			
remain calm and accept the fact that the toddlers were learning to eat and accept new foods?			
accept toddlers' needs to touch and eat food with hands?			
provide eating utensils that were safe and an easy size for toddlers to handle?			

ASSIGNMENT SHEET #5

Did the toddler caregiver . . .	YES	NO	DESCRIPTION
provide a drinking cup easy to handle and not over 2/3 full?			
provide tables and chairs suitable to the size of the chidren?			
give small portions of foods?			
offer new foods as well as foods with which the children were familiar?			

ASSIGNMENT SHEET #5

Did the toddler caregiver . . .	YES	NO	DESCRIPTION
serve attractive foods in a variety of colors, textures, and flavors?			
give help where and when needed?			

Adapted from Atlanta Public Schools. *Competency Based Child Care and Development Occupations.* Washington, D.C.: U.S. Government Printing Office, 1974, pp. 7-77.

PART II

A. List the ways you feel the toddler caregiver did a good job feeding the toddlers.

ASSIGNMENT SHEET #5

B. List the factors you think are most important in feeding toddlers. ____________

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TODDLER CARE
UNIT II

ASSIGNMENT SHEET #6--OBSERVE TOILET TRAINING

NAME ______________________________ SCORE ______________

Observing toilet training will provide you an opportunity to learn from others. This experience is intended to help you feel confident in the total care of toddlers. As you observe the toilet training of a toddler, complete the observation form that follows. Learn from this experience so that you can easily assist in toilet training.

PART I

Place of observation--______________________________

First name of child--______________________________

Age-- ______________________ Sex-- ______________

Date-- ______________________ Time of observation-- __________

Length of observation--______________________________

Did the toddler caregiver . . .	YES	NO	DESCRIPTION
recognize individual words or signs that toddler was about to have a bowel movement or urinate?			
place toddler on toilet seat or chair at the appropriate time?			

ASSIGNMENT SHEET #6

Did the toddler caregiver . . .	YES	NO	DESCRIPTION
provide toilet chair or seat with adequate support for feet and arms?			
see that the child could sit steadily on toilet chair or seat?			
seem pleasant and unhurried?			
praise toddler for success?			

ASSIGNMENT SHEET #6

Did the toddler caregiver . . .	YES	NO	DESCRIPTION
refrain from expressing anger or disgust during the toileting procedure?			
refrain from leaving toddler on toilet chair or seat for a long period of time?			
flush toilet when toddler was away from the bathroom?			

Adapted from Atlanta Public Schools. *Competency Based Child Care and Development Occupations*. Washington, D.C.: U.S. Government Printing Office, 1974, pp. 7-78.

ASSIGNMENT SHEET #6

PART II

A. List the ways you feel the caregiver did a good job in toilet training the toddler.

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B. List the factors you think are the most important in toilet training a toddler.

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TODDLER CARE
UNIT II

ASSIGNMENT SHEET #7--OBSERVE TODDLER NAP TIME

NAME_______________________________ SCORE _______________

Observing toddler nap time will provide you an opportunity to learn from others. This experience is intended to help you feel confident in the total care of toddlers. As you observe the nap time of a toddler, complete the observation form that follows. Learn from this experience so that you can easily assist in toddler nap time.

PART I

Place of observation--__________________________________

First name of child--__________________________________

Age-- ________________________ Sex-- _______________

Date-- ________________________ Time of observation--__________

Length of observation--__________________________________

Did the toddler caregiver . . .	YES	NO	DESCRIPTION
carry out quiet activity immediately before nap time?			
darken room as much as possible?			

ASSIGNMENT SHEET #7

Did the toddler caregiver . . .	YES	NO	DESCRIPTION
eliminate noise, except for soft music?			
provide bed/cot/mat and cover for each child			
aid in removing toddlers' shoes and other tight-fitting clothing?			
work in a calm, organized manner?			

ASSIGNMENT SHEET #7

Did the toddler caregiver . . .	YES	NO	DESCRIPTION
see that each child was settled, giving personal attention as needed?			
supervise children during nap time?			

Adapted from Atlanta Public Schools. *Competency Based Child Care and Development Occupations.* Washington, D.C.: U.S. Government Printing Office, 1974, pp. 7-79.

PART II

A. List the ways you feel the toddler caregiver did a good job in nap time assistance.

ASSIGNMENT SHEET #7

B. List the factors you think are most important in assisting with toddler nap time.

TODDLER CARE
UNIT II

ASSIGNMENT SHEET #8--DEVELOP A DAILY SCHEDULE FOR TODDLERS

NAME ______________________ SCORE ______________

Schedules for toddlers should be well planned but still allow for differences in ages and development. There should be opportunities for nap time, eating, toileting, indoor and outdoor play. There should also be opportunity for free and group play.

The opportunity has finally come. You got a promotion at the child care center where you have been working for the past six months. You have been hired to replace the head teacher of the toddler group. You are thankful that you have worked as her assistant since your employment. It is now your responsibility to plan a daily schedule for the toddlers. You are able to take advantage of past plans in the center. Study the example that follows, textbooks, visit with toddler caregivers, or other resources as you plan a daily schedule for a toddler on the form that follows. Plans should include times and activities.

SAMPLE DAILY SCHEDULE FOR A TODDLER

TIME	ACTIVITIES
7:30-9:00 a.m.	Arrival. Interest centers are set up around room and toddlers are allowed to choose something to do. Science/math--Shape matching board Art--Finger paints Pretend corner--Household items, dress-up clothes, and dolls Sand and water--Water with sink and float toys Library--Shape books
9:00-9:15 a.m.	Clean up room.
9:15-9:45 a.m.	Snack and bathroom break.
9:45-10:15 a.m.	Group time Shape bean bags and talk about shapes. Have boxes set up marked with shapes, such as triangle, square, circle, and rectangle. Have children throw shapes of bean bags into the correctly marked box. Song--*Have You Ever Seen a Square (Circle, Triangle, Rectangle)?*
10:15-11:15 a.m.	Gymnastics Obstacle course is set up. Allows climbing; crawling over, under, and through; jumping; and running.
11:15-11:30 a.m.	Wash hands for lunch
11:30-12:30 p.m.	Lunch
12:30-1:00 p.m.	Bathroom and story before nap, *The Cat in the Hat.*
1:00-3:00 p.m.	Nap

ASSIGNMENT SHEET #8

TIME	ACTIVITIES
3:00-3:30 p.m.	Wake up, snack, and bathroom.
3:30-4:30 p.m.	Outside play to encourage gross motor development.
4:30-5:30 p.m.	Free play. Children are allowed to play in interest centers until time to go home.

ASSIGNMENT SHEET #8

DAILY SCHEDULE FOR A TODDLER

TIME **ACTIVITIES**

ASSIGNMENT SHEET #8

TIME **ACTIVITIES**

ASSIGNMENT SHEET #8

PART II

A. Study the plan you have just completed. In what ways does it allow for each of the following?

1. Eating-- ______________________________

2. Napping-- ______________________________

3. Toileting-- ______________________________

4. Playing alone-- ______________________________

5. Playing with the group-- ______________________________

B. Do you feel that the plan is good? ______________________________

Why or why not? ______________________________

TODDLER CARE
UNIT II

ASSIGNMENT SHEET #9--RESEARCH LICENSING STANDARDS FOR CAREGIVERS AND CARE CENTERS SERVING TODDLERS

NAME ______________________________ SCORE ______________

Licensing standards are extablished through various national, state, and county agencies. In Oklahoma, the Department of Human Services has this responsibility. They continually update and revise their licensing standards as necessary.

Identify the agency responsible for licensing standards in your state and community. Contact this agency and interview an employee, or obtain written information allowing you to research licensing standards for caregivers and care centers serving toddlers. Use this information as you complete this assignment.

A. Agency responsible for licensing standards--______________________________

____

B. List two licensing standards required of toddlers' caregivers.

1. ______________________________

____

2. ______________________________

____

C. List five licensing standards required of toddler care centers.

1. ______________________________

____

2. ______________________________

____

3. ______________________________

____

4. ______________________________

____

5. ______________________________

____

TODDLER CARE
UNIT II

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1--Evaluated to the satisfaction of the instructor

Assignment Sheet #2--Evaluated to the satisfaction of the instructor

Assignment Sheet #3--Evaluated to the satisfaction of the instructor

Assignment Sheet #4--Evaluated to the satisfaction of the instructor

Assignment Sheet #5--Evaluated to the satisfaction of the instructor

Assignment Sheet #6--Evaluated to the satisfaction of the instructor

Assignment Sheet #7--Evaluated to the satisfaction of the instructor

Assignment Sheet #8--Evaluated to the satisfaction of the instructor

Assignment Sheet #9--Evaluated to the satisfaction of the instructor

TODDLER CARE
UNIT II

TEST

NAME ________________________ SCORE ______________

1. Match terms associated with toddler care to the correct definitions. Write the correct numbers in the blanks.

_____a. Child from twelve months to three years old

_____b. Coordinating precise movement of the hands with what is seen

_____c. Movements that use the large muscles of the back, legs, shoulders, and arms

_____d. Sticky, colorless film, formed by bacteria, on teeth

_____e. Movements that involve the finer muscles of the wrists, fingers, and ankles; usually require eye-hand coordination

_____f. Muscles that control elimination

1. Small motor skills
2. Eye-hand coordination
3. Plaque
4. Large motor skills
5. Toddler
6. Sphincter muscles

2. Select from the following list responsibilities of toddlers' caregivers. Write an "X" in the blanks before the correct answers.

_____a. Communicate with toddler

_____b. Shame toddler after having toileting accident

_____c. Express loving concern to toddler

_____d. Expect good table manners

_____e. Provide foods that assist in meeting daily nutritional intake requirements for toddler

_____f. Keep on schedule regardless of circumstances

_____g. Assist parents when they have questions

_____h. Plan group games for young toddlers

_____i. Provide a safe environment

_____j. Insist that toddlers clean their plates

_____k. Report problems, such as diarrhea or skin rash, to parents

TEST

______l. Force toddler to sleep during naptime

______m. Provide/require disease immunization

______n. Tease toddler for having fears

______o. Be sensitive to toddler's feelings, needs, and fears

3. Describe assistance given to toddlers by caregivers in daily routines/activities.

   a. Bathing-- ______________________

   b. Feeding-- ______________________

TEST

c. Toilet training--

d. Nap time--

TEST

4. Discuss factors to consider in selecting toddlers' clothing.

   a. Comfort--

   b. Durability--

   c. Growth features--

TEST

5. Select from the following list factors to consider in choosing and preparing food for toddlers. Write an "X" in the blanks before the correct answers.

_____ a. Nutritional value

_____ b. Total daily calorie and nutrient intake

_____ c. Large amounts of seasoning

_____ d. Texture

_____ e. Shape

_____ f. Rewards of snacks

_____ g. Ease of eating

_____ h. Attractiveness and colorfulness

_____ i. Extra snacks to make up for light meals

_____ j. Bite-sized pieces

_____ k. Large amounts of food to encourage them to eat more

6. State five tips to aid in toilet training.

a. ____

____

b. ____

____

c. ____

____

d. ____

____

e. ____

____

TEST

7. Select from the following list responsibilities toddlers can begin to assume with supervision. Write an "X" in the blanks before the correct answers.

_____ a. Wash and dry face and hands

_____ b. Brush teeth

_____ c. Use toilet

_____ d. Carry dishes to kitchen

_____ e. Bathe self

_____ f. Feed self

_____ g. Blow nose into tissue

_____ h. Make bed

_____ i. Choose clothing

_____ j. Put away toys after each play period or at specific times

_____ k. Dress self

8. Complete the following chart of activities that stimulate toddlers. List two activities for the ages listed and the purposes for each.

	AGE	ACTIVITY	PURPOSE OF ACTIVITY
a.	12-15 months	1. ______________	______________
		______________	______________
		2. ______________	______________
		______________	______________
b.	15-24 months	1. ______________	______________
		______________	______________
		2. ______________	______________
		______________	______________
c.	2-3 years	1. ______________	______________
		______________	______________
		2. ______________	______________
		______________	______________

TEST

(NOTE: Test questions 9 through 17 are assignment sheets. They are an important part of this unit. If they have not been completed, check with your instructor.)

9. Complete immunization schedule.
10. Compare types of toddler clothing.
11. Observe toddlers' caregiver.
12. Observe bathing and dressing of a toddler.
13. Observe feeding of toddlers.
14. Observe toilet training.
15. Observe toddler nap time.
16. Develop a daily schedule for toddlers.
17. Research licensing standards for caregivers and care centers serving toddlers.

TODDLER CARE
UNIT II

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The points designated in parentheses are intended to be guidelines and should be adapted to meet the needs of each teaching-learning process. The point total is 350.)

1. (12 points)

a.	5	d.	3
b.	2	e.	1
c.	4	f.	6

2. (30 points)

   a, c, e, g, i, k, m, o

3. (20 points)

   Descriptions should include:

   a. 1) Check water temperature
      2) Complete bathing before allowing water play
      3) Observe toddler at all times
      4) Wash, or help toddler wash, face first
      5) Give assistance when needed
      6) Have pleasant but firm manner
      7) Use praise and positive remarks to encourage self-help
      8) Encourage self-help in dressing
      9) Work quickly but without hurrying

   b. 1) Provide a quiet activity before the meal
      2) Have toddlers use bathroom and wash hands before going to the table
      3) Provide peaceful, quiet, and uncluttered surroundings
      4) Remain calm and be aware that toddlers are learning to eat and accept new foods

ANSWERS TO TEST

5) Accept toddlers' needs to touch and eat food with hands

6) Provide eating utensils that are safe and an easy size for toddlers to handle

7) Provide a drinking cup that is easy to handle and not over 2/3 full

8) Provide tables and chairs suitable to the size of the children

9) Give small portions of foods

10) Offer new foods as well as familiar ones

11) Serve attractive foods with a variety of colors, textures, and flavors

12) Give help where and when needed

c. 1) Recognize individual words or signs that toddler is about to have a bowel movement or needs to urinate

2) Place toddler on toilet seat or chair at the appropriate time

3) Provide toilet chair or seat with adequate support for feet and arms

4) See that child can sit steadily on toilet chair or seat

5) Seem pleasant and unhurried

6) Praise toddler for success

7) Refrain from expressing anger or disgust during the toileting procedure

8) Refrain from leaving toddler on toilet chair or seat for a long period of time

9) Flush toilet when toddler is away from the bathroom

d. 1) Carry out quiet activity immediately before nap time

2) Darken room as much as possible

3) Eliminate noise, except for soft music

4) Provide bed/cot/mat and cover for each child

5) Aid in removing shoes and other tight-fitting clothing

6) Work in a calm, organized manner

7) See that each child is settled, giving personal attention as needed

8) Supervise children during nap time

ANSWERS TO TEST

4. (15 points)

Discussion should include:

a. 1) Garment allows freedom of movement

   2) Fabric does not irritate the skin

   3) Fabric allows stretch with movement

   4) Garment is correct size

   5) Shoes have firm, flexible soles

b. 1) Garment can withstand hard wear and repeated laundering

   2) Stitching is close and even, and thread is strong; seams are reinforced at points of strain

   3) Fasteners and trims are firmly attached

   4) Fabric resists wrinkles, and wears and launders well

c. 1) Hemlines or cuffs can be let down

   2) Overalls or jumpsuits have straps long enough to lower the buttons

   3) Sleepwear has two rows of fasteners at the waist

   4) Garments have large seam allowances

   5) Knit fabrics stretch as size changes

5. (22 points)

a, b, d, e, g, h, j

6. (5 points)

Any five of the following:

a. Toilet training will take place only when the sphincter muscles are mature (approximately 2 years) AND when the child becomes aware of the sensations that warn elimination is about to occur

b. There is no set age at which a child should be toilet trained

ANSWERS TO TEST

c. Bowel training usually comes before bladder training

d. Toilet training usually begins with the caregiver noting the approximate time of bowel movements each day--at this time, the child is placed on a sturdy child's seat on the adult toilet or a potty chair a few minutes before that time

e. Caregiver's attitudes toward toilet training are important

f. Toilet training must take place in a relaxed and comfortable atmosphere with interest and calm encouragement provided by caregivers

g. Bladder training is usually begun several months after bowel training with the caregiver noting the pattern and placing the toddler on the potty or toilet for short periods at specific times

h. Substitution of training pants for diapers during bladder training eliminates much dressing and undressing

i. Praise success; avoid making the child feel ashamed or anxious about natural bodily functions

j. At first, boys, as well as girls, will sit down to urinate

k. Since nighttime control is not achieved for some time, a toddler who is trained during the day will still need diapers at bedtime and nap time until full control is achieved

7. (22 points)

a, b, c, d, e, f, g, i, j, k

8. (24 points)

a. Any two of the following:

ACTIVITY	PURPOSE OF ACTIVITY
Give toddler cloth book	Gives practice with eye-hand coordination
Provide building blocks	Provides eye-hand motor coordination activity
Play catch with toddler	Gives practice in large motor development
Provide large crayons and paper	Gives practice in fine motor development
Give toddler a small box that has a lid on it and a surprise inside	Provides practice in fine motor development

ANSWERS TO TEST

b. Any two of the following:

ACTIVITY	PURPOSE OF ACTIVITY
Help toddler throw bean bags	Develops gross motor skills
Organize running activity	Develops gross motor coordination
Prepare simple foods requiring stirring with a spoon	Develops gross motor coordination
Sing body awareness songs	Teaches body parts
Have toddler play with a shape sorter	Teaches child visual discrimination
Allow child to walk up steps	Provides gross motor practice
Play dress up with simple clothing items	Provides opportunity for imitation and roleplaying

c. Any two of the following:

ACTIVITY	PURPOSE OF ACTIVITY
Help make "book" of items toddler should be able to recognize; write names for these items on appropriate pages	Teaches toddler language development
Allow toddler to play with push and pull toys	Encourages development of gross motor coordination
Allow toddler to kick ball	Helps toddler develop large motor skills
Supervise peeling bananas	Develops fine motor coordination
Have toddler unwrap presents	Allows fine motor practice
Organize "Simon Says" game	Allows practice of social and listening skills
Organize "Ring Around the Rosie"	Develops socializing and listening skills

9. Evaluated to the satisfaction of the instructor (25 points)

10. Evaluated to the satisfaction of the instructor (25 points)

11. Evaluated to the satisfaction of the instructor (25 points)

ANSWERS TO TEST

12. Evaluated to the satisfaction of the instructor (20 points)
13. Evaluated to the satisfaction of the instructor (20 points)
14. Evaluated to the satisfaction of the instructor (20 points)
15. Evaluated to the satisfaction of the instructor (20 points)
16. Evaluated to the satisfaction of the instructor (30 points)
17. Evaluated to the satisfaction of the instructor (15 points)

PRESCHOOL-AGE CARE
UNIT III

UNIT OBJECTIVE

After completing this unit, the student should be able to provide care for preschool-age children to ensure that their needs are met. The knowledge will be shown by completing the assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with preschool-age care to the correct definitions.
2. Select from a list developmental tasks of preschool-age children.
3. Distinguish among characteristics of three-, four-, and five-year-old children.
4. Select from a list advantages of a good care center for preschool-age children.
5. Describe ways to work with preschool-age children.
6. Name learning centers often found in a preschool-age care center.
7. Select from a list what to consider in planning meals and snacks for preschool-age children.
8. List responsibilities preschool-age children can assume.
9. Complete a chart of activities that stimulate preschool-age children.
10. Observe preschool-age children's caregiver.
11. Evaluate preschool-age care center.
12. Select a book for preschool-age children.
13. Select toys and play equipment for preschool-age children.
14. Plan and prepare nutritious snacks and meals for preschool-age children.
15. Recommend ways to handle situations typical of preschool-age children.
16. Develop a daily schedule for preschool-age children.
17. Research licensing standards for caregivers and care centers serving preschool-age children.

PRESCHOOL-AGE CARE
UNIT III

SUGGESTED ACTIVITIES

I. Suggested activities

A. Order films, filmstrips, or other materials planned to supplement unit.

1. Filmstrip teaching kits

   a. *Me, Myself, and I: How Preschoolers See Themselves.* Available for purchase from J C Penney Company; 1301 Avenue of the Americas; New York, New York 10019.

   b. *Butterick Child Development Series.* Available for purchase from Maclean Hunter Learning Resources; 708 Third Avenue; New York, New York 10017; or phone 212-599-6599.

   c. *Teaching and Caring.* Available for purchase from Maclean Hunter Learning Resources; 708 Third Avenue; New York, New York 10017; or phone 212-599-6599.

   d. *How an Average Child Behaves: Ages 1 through 5.* Available for purchase from Parents' Magazine Films, Inc.; 52 Vanderbilt Avenue; New York, New York 10017.

2. Other materials

   a. *Family Living Topics.* Available upon request from Home Economics Cooperative Extension Service; Oklahoma State University; Stillwater, Oklahoma 74048.

      1) "How Children Feel About Clothes" (T1102)

      2) "Let's Make Puzzles" (FLA2302)

      3) "Let's Make Cloth Picture Books" (FLA2303)

      4) "Let's Make Toy Horses" (FLA2304)

   b. Draper, Thomas; Ganong, Marilyn Coleman; and Goodell, Virginia. *See How They Grow: Concepts In Child Development and Parenting.* New York: Butterick Publishing, 1980. (Chapters 13, 14, 15, and 16.)

   c. Brisbane, Holly E. *The Developing Child.* 3rd ed. Peoria, Illinois: Chas. A. Bennett Co., Inc., 1980. (Chapters 12, 13, and 14.)

B. Provide students with objective sheet.

C. Provide students with information and assignment sheets.

D. Discuss unit and specific objectives.

SUGGESTED ACTIVITIES

E. Discuss information and assignment sheets.

F. Adapt materials for special needs students.

G. Assist students in making arrangements to complete observation required in Assignment Sheet #1 and evaluation in Assignment Sheet #2.

H. Invite a panel of resource people, such as a doctor, dietitian, child psychologist, guidance counselor, and parent, to discuss characteristics of preschool-age children. Discussion may include the following points.

   1. Illnesses and diseases common to preschool-age children.
   2. How to recognize and treat these illnesses and diseases.
   3. How to guide and discipline preschool-age children.
   4. What the favorite foods of preschool-age children are.
   5. Ways we can see that preschool-age children eat properly.
   6. Ways to help children overcome fears of medical care.

I. Have students interview caregivers about preschoolers' food likes and dislikes. Compile a master list of these foods and discuss in class.

J. Have students list foods for preschoolers for each of the following categories.

   1. Finger foods
   2. Foods that help children develop skills in using a spoon, fork, and knife
   3. Foods preschoolers have difficulty eating

K. Lead class discussion on how attitudes toward food are developed.

L. Divide class into family groups and have them roleplay "dinner disasters." Have the class discuss ways to avoid such things.

M. Encourage class discussion of the following situations dealing with children's sleep or rest.

   1. A child keeps getting up when supposed to be taking a nap.
   2. A child starts playing in room after being put to bed.
   3. A child wakes up screaming in the middle of the night.
   4. A child is afraid of monsters and will not go to sleep.
   5. A child cannot go to sleep at nap time. What activities could the child do that would not disturb others?

SUGGESTED ACTIVITIES

N. Allow students to create a display of items available to motivate preschoolers to care for themselves. Discuss hygienic practices that should be used and encouraged with preschoolers.

EXAMPLES: Bath mitt; toothbrush

O. Have students collect pictures of preschoolers' clothing items designed for comfort, ease of dressing, and easy care.

P. Encourage students to make a book or a toy that teaches preschoolers dressing techniques. The book might include cloth pages for a zipper, shoelaces, buckles, buttons, or snaps. Refer to *Home Economics I: Basic Core*, magazines, or pattern books for ideas.

Q. Assist students in compiling a list of ways preschoolers can help around the house. Conduct a discussion in class of why it is important for preschoolers to participate in housekeeping tasks.

R. Have students design child care accommodations for preschool-age children. Be sure to include learning activity centers in the plans as identified in objective #6.

S. Lead class discussion on ways to make play environments safe for preschoolers. Have students visit local playgrounds and evaluate them from a safety viewpoint.

T. Work with industrial arts teacher to hold a session for restoring broken toys. Be sure to use nontoxic paints and finishes.

U. Arrange for students to visit library to look at children's books. Have librarian, elementary reading specialist, or kindergarten teacher discuss criteria for selecting books for preschool-age children. Have this person point out books for ages three, four, and five. Discuss differences in these books. Encourage students to participate in teaching and helping with children's reading programs sponsored by the library.

V. Have students debate the following statement. "Children under six should stay home with one of their parents rather than be sent to preschools."

W. Have students create a collage of "the many faces of children." This collage should portray preschoolers in various emotional states.

X. Record conversations of a three-year-old, a four-year-old, and a five-year-old. Compare their language development.

Y. Assign outside readings for *See How They Grow: Concepts in Child Development and Parenting*, chapters 13, 14, 15, and 16; and *The Developing Child*, chapters 12, 13, and 14.

Z. Give test.

AA. Reteach, if necessary.

SUGGESTED ACTIVITIES

II. Instructional materials

- A. Objective sheet
- B. Suggested activities
- C. Information sheet
- D. Assignment sheets
  1. Assignment Sheet #1--Observe Preschool-age Children's Caregiver
  2. Assignment Sheet #2--Evaluate Preschool-age Care Center
  3. Assignment Sheet #3--Select a Book for Preschool-age Children
  4. Assignment Sheet #4--Select Toys and Play Equipment for Preschool-age Children
  5. Assignment Sheet #5--Plan and Prepare Nutritious Snacks and Meals for Preschool-age Children
  6. Assignment Sheet #6--Recommend Ways to Handle Situations Typical of Preschool-age Children
  7. Assignment Sheet #7--Develop a Daily Schedule for Preschool-age Children
  8. Assignment Sheet #8--Research Licensing Standards for Caregivers and Care Centers Serving Preschool-age Children
- E. Answers to assignment sheets
- F. Test
- G. Answers to test

III. Unit references

A. Atlanta Public Schools. *Competency Based Child Care and Development Occupations*. Washington, D.C.: U.S. Government Printing Office, 1974.

B. Draper, Henry; and Draper, Mary Wanda. *Studying Children*. Peoria, Illinois: Chas. A. Bennett Co., Inc., 1977.

C. Hurlock, Elizabeth B. *Child Growth and Development*. New York: Webster Division/McGraw-Hill Book Company, 1978.

D. Sawatzky, Joyce. *Family Living*. Stillwater: Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1978.

SUGGESTED ACTIVITIES

E. Draper, Mary Wanda; and Draper, Henry E. *Caring For Children*. Peoria, Illinois: Chas. A. Bennett Co., Inc., 1979.

F. Benson, Ann. *Occupational Child Development*. Stillwater: Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1975.

G. *Better Homes and Gardens Baby Book*. New York: Meredith Corporation, 1973.

H. Draper, Thomas; Ganong, Marilyn Coleman; and Goodell, Virginia. *See How They Grow: Concepts in Child Development and Parenting*. New York: Butterick Publishing, 1980.

I. Truitt, Debbie; and Benson, Ann. *Home Economics II: Basic Core*. rev. ed. Stillwater: Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1980.

PRESCHOOL-AGE CARE
UNIT III

INFORMATION SHEET

I. Terms and definitions

   A. Preschool-age--Child from three years to five years old

   B. Developmental tasks--Growth responsibilities that arise at or about a certain time in life in which successful accomplishment leads to success in later tasks

   C. Learning centers--Areas in the center planned for activities to help children achieve developmental tasks

II. Developmental tasks of preschool-age children

(NOTE: Differences between children should be considered. Each child develops at a different rate.)

   A. Able to care for self

   EXAMPLES: Eating; toilet training; getting dressed; keeping clean

   B. Learn sex differences

   C. Learn about their surroundings

   D. Learn to tell right from wrong

   E. Learn to relate to parents, siblings, and others

III. Characteristics of three-, four-, and five-year-old children

   A. Three-year-old

      1. Knows 900 to 1,200 words, but still has more ideas than can actually be put into words

      2. Has some trouble knowing difference between "real" and "pretend"

      3. Imitates or "parrots" what others say or do

      4. Asks "why" often

      5. Wants needs taken care of *now*; impatient

      6. Begins to say "no" less often

      7. Needs nap; becomes irritable and restless when tired

INFORMATION SHEET

8. Begins group play
9. Runs and jumps well and can climb using both feet
10. May forget to use bathroom until it is too late

B. Four-year-old

1. Labels most familiar objects and can tell about them
2. Tries to use language in a grown-up way; knows 1,500 to 2,000 words
3. Can follow directions but will often question
4. Has trouble separating fact from fantasy; is good at making up stories and has imagination that often causes fear and worry
5. Begins to have self-confidence and to trust others
6. Forms special friendships
7. Is hard to discipline because of self-determination
8. Enjoys active play
9. Still needs planned periods of quiet activity
10. Usually takes care of bathroom needs alone but still may require help with buttons, snaps, or zippers

C. Five-year-old

1. Able to express ideas and feelings freely and clearly; uses words to organize and help in thinking; knows 2,000 to 2,500 words
2. Can participate well in group activities and games
3. Follows directions with two or three parts
4. Can refer to events of yesterday and look forward to events tomorrow
5. Can be patient in waiting for needs to be met
6. Begins to know right from wrong
7. Shows some ability to act on own
8. Does not usually have to have a nap
9. Able to skip
10. Has good bathroom habits

INFORMATION SHEET

IV. Advantages of a good care center for preschool-age children (Assignment Sheets #1, #2, #3, #4, #7, and #8)

- A. Helps children achieve developmental tasks

  EXAMPLE: Learn to relate to parents, siblings, and others

- B. Encourages awareness of others
- C. Helps children to rely on themselves rather than family
- D. Teaches good manners and sharing
- E. Helps prepare children for school routine
- F. Provides enrichment experiences

  (NOTE: Often has more or different books and art and play materials than at home.)

V. Ways to work with preschool-age children (Assignment Sheets #1 and #6)

- A. Giving suggestions or directions
  1. Be positive

     EXAMPLE: "You can roll the ball on the floor" instead of "Don't throw the ball"

  2. Speak slowly and in short sentences
  3. Be patient; many lessons need many reminders
  4. Give only one direction at a time
  5. Keep in mind that children tend to be slow
  6. If one way does not work, wait awhile and try another
- B. Respecting children as separate human beings
  1. Let children do things for themselves rather than being constantly dependent on adults
  2. Ask yourself why children behave in certain ways
  3. Laugh *with* children and not *at* them
  4. Try to look at world on children's level

     (NOTE: Bend to knees to get down on child's level; put pictures at child's eye level.)

INFORMATION SHEET

C. Maintaining limits

1. Give children choices only when you intend to accept their decisions

2. Redirect a child's interests or activities away from "no-no's"

3. Overlook many small mistakes

(NOTE: Children have a right to make mistakes.)

4. Protect children's health

EXAMPLES: Is equipment safe? Is clothing appropriate for weather?

5. Let children choose, even make mistakes, within limits of physical safety and good moral behavior

(NOTE: Interfere with children's activities when hurting others, when in danger of hurting themselves, or when being purposely destructive.)

VI. Learning centers often found in a preschool-age care center

A. Science center

EXAMPLES: Aquarium; hamster home; ant farm

B. Art center

EXAMPLES: Crayons; paints; clay

C. Housekeeping center

EXAMPLES: Dishes; table; stove

D. Library center

EXAMPLE: Books with table and chairs, mats, or carpets

E. Manipulative center

EXAMPLES: Puzzles; counting games

F. Music center

EXAMPLES: Record player; musical instruments; piano

INFORMATION SHEET

G. Playground

EXAMPLES: Slide; swing; bars; climbing area

H. Building block center

EXAMPLES: Counting blocks; alphabet blocks; wood or plastic building blocks

I. Carpentry center

J. Sensory center

EXAMPLES: Water play; sand play; cornmeal or seed activities

K. Language arts center

VII. What to consider in planning meals and snacks for preschool-age children (Assignment Sheet #6)

A. Basic four food groups to plan nutritious meals and snacks

B. Simple foods

C. Finger foods

D. Familiar foods that are well-liked

(NOTE: Introduce only one new food at a time.)

E. Small servings and seconds on request

F. Variety of foods

G. Bright food colors when possible

H. Foods that are fun to eat

EXAMPLES: Molded gelatin; bumps on a log; clown cake

VIII. Responsibilities preschool-age children can assume

A. Wash and dry face and hands

B. Use toilet

C. Feed self

D. Carry dishes to kitchen

E. Help prepare simple foods

INFORMATION SHEET

F. Set table

G. Choose clothing

H. Dress self

I. Put away toys after each play period or at specific times

J. Bathe self

K. Brush teeth

L. Hang up coat or sweater

M. Make bed

N. Fold simple laundry items

O. Button fronts

P. Put shoes on

Q. Tie shoes

R. Zip jacket

S. Use fork and knife

T. Sit at table for group/family meals

U. Pour liquids without spilling

V. Play without interruption for at least one hour

(NOTE: This indicates a growing attention span.)

INFORMATION SHEET

IX. Activities that stimulate preschool-age children (Assignment Sheets #3 and #4)

ACTIVITY	PURPOSE OF ACTIVITY
Encourage child to participate in dramatic play center	Teaches roles
Read to child	Teaches new words and concepts
Take trip to the zoo	Enlarges child's world and provides practice in naming animals
Set up an aquarium	Teaches child about fish and their care
Help child prepare simple recipe that is written with drawings that he/she can follow with minimum help	Helps child grasp cooking concepts and helps child feel productive and worthwhile
Take walk to park with children and allow each to pick up a rock or stick; Set up "rock collection" at center	Teaches child about world; teaches concepts of smaller and larger; teaches differences in colors
Help child plant a seed, care for it, and watch it grow	Teaches child about plants, soil and how things grow
Allow child to participate in creative art experience EXAMPLES: Painting, coloring with crayons, molding, sculpting, cutting and pasting, or printing	Encourages creativity while teaching eye-hand coordination
Help child sing songs	Teaches words, memory development, and rhythm
Teach fingerplays and poems	Teaches words, motions, coordination
Allow child to play on playground equipment	Helps develop motor coordination

PRESCHOOL-AGE CARE
UNIT III

ASSIGNMENT SHEET #1--OBSERVE PRESCHOOL-AGE CHILDREN'S CAREGIVER

NAME ______________________________ SCORE ______________

This assignment should be completed while observing a preschool-age children's caregiver. This person could be a parent of a preschool-age child or the person responsible for caring for the preschool-age group in a child care center. Keep in mind that observation reports will vary depending on the setting and the age of the child or children. They will also vary depending on the time of day and length of observation.

PART I

Use unit information and other resources to help you complete this assignment. Take time to discuss your observations as a class when the assignment is finished.

Observation site--______________________________

Previous experience of caregiver--______________________________

____

____

____

____

____

____

____

____

____

Number of children present--______________________________

Number of adults present--______________________________

Date--______________________________ Time of observation--______________

Length of observation--______________________________

ASSIGNMENT SHEET #1

PART II

Describe as many situations as possible in which there was evidence of the caregiver doing each of the following.

A. Giving suggestions or directions-- ____________________

B. Respecting children as separate human beings-- ____________________

C. Maintaining limits-- ____________________

ASSIGNMENT SHEET #1

PART III

1. List the ways you feel the caregiver did a good job working with the preschool-age children.

2. If you were responsible for the preschool-age children, what things would you have done differently?

PRESCHOOL-AGE CARE
UNIT III

ASSIGNMENT SHEET #2--EVALUATE PRESCHOOL-AGE CARE CENTER

NAME ______________________________ SCORE ______________

Finding good child care can cause much concern for those who seek it for preschool-age children. Places that provide child care for preschool-age children include child care centers, preschools, family day-care homes, Head Start centers, and private homes.

PART I

Use the following checksheet to evaluate a child care center that cares for preschool-age children.

EVALUATE THE FOLLOWING:	YES	NO	DOES NOT APPLY
Is center's license displayed?			
Are conditions safe and sanitary?			
Is the atmosphere comfortable and pleasant?			
Is the child's health protected and good health habits encouraged?			
Is the food nutritious, well-prepared, and served attractively?			
Is a menu posted?			
Are the workers pleasant and respectful toward each other and the children?			
Is there enough room indoors and outdoors for the children to play and work?			
Is the equipment sturdy, safe, and appropriate for various age ranges of children?			
Are materials and supplies well-organized and arranged?			
Are emergency numbers by the telephone?			
Are emergency plans posted for all to observe?			
Are activities and experiences planned to meet the needs of children?			
Is a daily schedule of activities and experiences posted?			
Do the children have chances for "hands-on" experiences?			

ASSIGNMENT SHEET #2

EVALUATE THE FOLLOWING:	YES	NO	DOES NOT APPLY
Do the children have opportunities to develop social skills?			
Are parents able to be involved in the program?			
Are records kept of the children's progress and development?			
Do staff members work well together?			
Does the center work with the community to develop and maintain quality programs?			

PART II

A. What are the rates per week or per hour for this type of child care? ____________________

____

B. Would you choose this child care alternative for your preschool-age children? __________

____

Why or why not? ____

____

____

____

____

____

____

C. Considering current licensing standards, were there enough adults per child? __________

____

D. What things did you like at the center? ____

____

____

PRESCHOOL-AGE CARE
UNIT III

ASSIGNMENT SHEET #3--SELECT A BOOK FOR PRESCHOOL-AGE CHILDREN

NAME ________________________________ SCORE ______________

There are many books available for children. It is difficult to decide on one to purchase or even to read to a child. Choose a book available to you. Evaluate this book using the checklist below. Bring the book to class.

Check the column that applies to each statement.

EVALUATE THE FOLLOWING:	YES	NO	DOES NOT APPLY
Does it contain familiar places, people, and events?			
Does it allow children to use or develop their imaginations?			
Does it frighten or upset the children?			
Does it include a lot of action?			
Does it suit the children's ages?			
Is it colorful?			
Does it have more pictures than words?			
Is it the right length for the children's attention span?			
Did the children like the book?			
Is the book sex-biased or stereotyped?			

Would you recommend this book for purchase? ______________________________

Explain your answer-- ______________________________

____

____

PRESCHOOL-AGE CARE
UNIT III

ASSIGNMENT SHEET #4--SELECT TOYS AND PLAY EQUIPMENT FOR PRESCHOOL-AGE CHILDREN

NAME ______________________________ SCORE __________

Toys and play equipment--they can be purchased in a variety of places or can even be constructed at home. How do you decide what to buy or make? Evaluate toys and play equipment using the checklist below. Bring the item to class or make arrangements to observe the toy or play equipment on a study tour.

PART I

Check the column that applies to each statement.

EVALUATE THE FOLLOWING:	YES	NO	DOES NOT APPLY
Does it have an attractive shape?			
Is it colorful?			
Is it durable?			
Does it reflect children's interests?			
Is it appropriate to the developmental level?			
Does it provide problem-solving activities?			
Does it teach new skills?			
Does it leave room for imagination and curiosity?			
Is it nonviolent?			
Does it encourage interaction between children and between children and adults?			
Is it easily cleaned?			
Does it work like it is supposed to?			
Did it promote sex-role stereotyping?			

Would you recommend this for purchase? ______________________________

Explain your answer ______________________________

____

____

ASSIGNMENT SHEET #4

PART II

Select five toys or play equipment available for purchase or in a preschool play area. Examine and determine if they are designed to contribute to the development of children.

TOYS OR PLAY EQUIPMENT (name or describe)	CONTRIBUTION TO DEVELOPMENT	COST (if available)
A.		
B.		
C.		
D.		
E.		

ASSIGNMENT SHEET #4

PART III

The safety of toys and play equipment is a major factor in their selection. Although unsafe toys and play equipment have been banned by law, you still need to be careful when it comes to choosing or supervising their use.

Evaluate a toy and piece of play equipment using the following checklists. Add additional factors to evaluate for the items you select.

Check the column that applies to each statement.

TOYS	YES	NO	DOES NOT APPLY
Are there sharp edges and points?			
Are there splinters?			
Is it possible to remove small parts?			
Is the paint nontoxic and lead-free?			
Is it flammable?			
Is it washable? Does it contain liquid?			
Is it easily broken?			
(other)________________________			
PLAY EQUIPMENT	**YES**	**NO**	**DOES NOT APPLY**
Are there sharp edges and points?			
Are there splinters?			
Is it possible to remove parts?			
Is the paint nontoxic and lead-free?			
If made from steel, is it rust resistant?			
Is ladder secure?			
Are metal edges rolled?			
Is it sturdy and safe?			
Is it in a safe location?			
(other)________________________			

PRESCHOOL-AGE CARE
UNIT III

ASSIGNMENT SHEET #5--PLAN AND PREPARE NUTRITIOUS SNACKS AND MEALS FOR PRESCHOOL-AGE CHILDREN

NAME ______________________________ SCORE ______________

Most children get hungry, tired, or irritable if they go too long without food. Mid-morning and mid-afternoon snacks are usually served to preschoolers. These are in addition to breakfast, lunch, and supper.

Planning a nutritious diet for a preschooler is not easy. These are the years of lower appetite and definite food likes and dislikes. Food choices must contain high-quality nutrients to make up for the smaller amounts of food eaten.

PART I

Plan a balanced diet for preschoolers for five days. Try to include some of their favorite foods. Keep unit information and the basic four daily requirements for children in mind as you complete plans that follow.

Basic four daily requirements for children:

Milk Group: 4 servings daily
Meat Group: At least 2 servings daily
Bread/Cereal Group: 4 servings daily
Vegetable/Fruit Group: 4 servings daily (include at least one vegetable or fruit high in Vitamin A and one vegetable or fruit high in Vitamin C)

EXAMPLES OF CHILD-SIZE PORTIONS OF COMMON FOODS

FOOD	AGE Three to Five Years
Milk	6 oz.
Meat, fish, poultry, liver	2-3 Tbsp.
Egg	1/2
Fruits	2 Tbsp. (1/2 cup for ages four and five)
Vegetables	2-3 Tbsp.
Cereal	1/3 cup
Bread	1/2 slice
Butter or fortified margarine	1 tsp.

These are portions of initial servings; seconds should be available.

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ASSIGNMENT SHEET #5

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
BREAKFAST					
SNACK					
LUNCH					
SNACK					
DINNER					

ASSIGNMENT SHEET #5

PART II

Planning snacks can be fun and challenging. Choose two recipes for snacks listed in your chart. Record these snacks in the spaces provided. Complete the time-work plans that follow. Use these plans to prepare the snacks for preschool-age children.

Recipe #1

This Recipe is for ______________________________

Ingredients

Preparation Instructions: ______________________________

172-E

ASSIGNMENT SHEET #5

TIME-WORK PLAN #1

Name ____________________

Food to Prepare: ______________________________

Kitchen ____________________

Food Supplies Needed:

Utensils Needed:

Order of Work	Time in Minutes
1.	
2.	
3.	
4.	
5.	
6.	
7.	

ASSIGNMENT SHEET #5

Recipe #2

Graham
Crac

This Recipe is for ______________________________

Ingredients

______________________ ______________________

______________________ ______________________

______________________ ______________________

______________________ ______________________

______________________ ______________________

Preparation Instructions: ______________________________

____

____

____

____

____

____

____

____

ASSIGNMENT SHEET #5

TIME-WORK PLAN #2

Name ____________________

Food to Prepare: ________________________________

Kitchen ____________________

Food Supplies Needed:

Utensils Needed:

Order of Work	Time in Minutes
1.	
2.	
3.	
4.	
5.	
6.	
7.	

PRESCHOOL-AGE CARE
UNIT III

ASSIGNMENT SHEET #6--RECOMMEND WAYS TO HANDLE SITUATIONS TYPICAL OF PRESCHOOL-AGE CHILDREN

NAME ______________________________ SCORE ______________

Described are several situations that are typical of preschool-age children. Read each of the situations carefully and recommend the caregiver's role in handling them. The situations described represent common occurrences that happen with preschool-age children. The caregiver's role must be that of a "friendly referee." Write your recommendation for handling each situation.

SITUATION I

Two preschool-age children are fighting over a truck in the sandbox.

How could the caregiver handle this situation?

____

____

____

____

____

____

SITUATION II

Three children remain at the care center after it is time to leave. All other children have left. One starts crying, then another, and then another.

How could the caregiver handle this situation?

____

____

____

____

____

____

ASSIGNMENT SHEET #6

SITUATION III

Amy goes to the block center and asks two children if she can play with them. They respond, "No, go away. We don't like you."

How could the caregiver handle this situation?

SITUATION IV

Susy tells George that his picture is ugly!

How could the caregiver handle this situation?

SITUATION V

As the children sit down to eat lunch one child says, "I don't like this."

How could the caregiver handle this situation?

PRESCHOOL-AGE CARE
UNIT III

ASSIGNMENT SHEET #7--DEVELOP A DAILY SCHEDULE FOR PRESCHOOL-AGE CHILDREN

NAME ________________________________ SCORE ______________

Schedules for preschoolers should be well-planned but still allow for differences in ages and development stages. There should be time for naps, eating, toileting, and indoor and outdoor play as well as times for free and group play.

PART I

The opportunity has finally come. It is your turn to plan a daily schedule for the preschool-age children in the center where you have been working for the past six weeks. You are able to take advantage of past plans in the center. Study the example that follows, use textbooks, visit with preschool-age caregivers, or use other resources as you plan a daily schedule for preschool-age children. Plans should include times and activities.

SAMPLE DAILY SCHEDULE FOR PRESCHOOL-AGE CHILDREN

TIME	ACTIVITIES
7:30-8:45 a.m.	Arrival. Interest centers are set up around room and children are allowed to choose something to do Art--Marble painting Science/Math--Number recognition game (number cards and golf tees) Manipulative--"Lego's" Pretend--Medical box (operating scrub suits, stethoscopes, bandages, cotton, dolls for patients) Library--Books about the letter "T" Sand and water--Rice and measuring cups
8:45-9:00 a.m.	Clean up room
9:00-9:30 a.m.	Snack and bathroom break
9:30-10:00 a.m.	Group time Calendar. "T" box--a big box is brought out that is filled with pictures and items beginning with the letter "T." Talk about pictures and items. Finish with song, Where is Thumbkin?
10:00-10:15 a.m.	Get dressed for swimming
10:15-11:15 a.m.	Swimming (Monday and Wednesday)
11:15-11:30 a.m.	Get dressed
11:30-12:30 p.m.	Lunch
12:30-1:00 p.m.	Bathroom. Story before nap, *The Three Bears*

ASSIGNMENT SHEET #7

TIME	ACTIVITIES
1:00-3:00 p.m.	Nap
3:00-3:30 p.m.	Wake up, snack, and bathroom
3:30-4:30 p.m.	Outside play (gross motor development)
4:30-5:30 p.m.	Free play--interest centers until time to go home

ASSIGNMENT SHEET #7

DAILY SCHEDULE FOR PRESCHOOL-AGE CHILDREN

TIME **ACTIVITIES**

ASSIGNMENT SHEET #7

TIME **ACTIVITIES**

ASSIGNMENT SHEET #7

PART II

A. Study the plan you have just completed. In what ways does it allow for each of the following activities?

1. Eating? ____________________

____

2. Napping? ____________________

____

3. Toileting? ____________________

____

4. Playing alone? ____________________

____

5. Playing in a group? ____________________

____

B. In what ways do you feel the plan is good? ____________________

____

____

____

____

C. In what ways could the plan be improved? ____________________

____

____

____

____

PRESCHOOL-AGE CARE
UNIT III

ASSIGNMENT SHEET #8--RESEARCH LICENSING STANDARDS FOR CAREGIVERS AND CARE CENTERS SERVING PRESCHOOL-AGE CHILDREN

NAME ______________________________ SCORE ______________

Licensing standards are established through various national, state, and county agencies. In Oklahoma, the Department of Human Services, has this responsibility. They constantly update and revise their licensing standards, as needed.

Identify the agency that is responsible for licensing standards in your state and community. Contact this agency and interview an employee, or obtain written information to research licensing standards for caregivers and care centers serving preschool-age children. Use the information obtained as you complete this assignment.

A. Agency responsible for licensing standards-- ______________________________

____

B. List two licensing standards required of caregivers of preschool-age children.

1. ______________________________

____

____

2. ______________________________

____

____

C. List five licensing standards required of preschool-age care centers.

1. ______________________________

____

2. ______________________________

____

3. ______________________________

____

4. ______________________________

____

5. ______________________________

____

PRESCHOOL-AGE CARE
UNIT III

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1--Evaluated to the satisfaction of the instructor

Assignment Sheet #2--Evaluated to the satisfaction of the instructor

Assignment Sheet #3--Evaluated to the satisfaction of the instructor

Assignment Sheet #4--Evaluated to the satisfaction of the instructor

Assignment Sheet #5--Evaluated to the satisfaction of the instructor

Assignment Sheet #6

(NOTE: Answers may vary from those given. There are many acceptable ways to handle situations.)

Situation I

A. Help children find different roles to play using truck

B. Explain that children must learn to share

Situation II

A. Comfort children explaining that parent will come soon

B. Help get children interested in activity

C. Talk with children about fears

Situation III

A. Explain the children's reaction to newcomer in activity

B. Help new child find a role to play with group that is acceptable to all

C. Find another activity for new child to become involved in

Situation IV

A. Explain to Susy that George can draw whatever he wants to

B. Explain to Susy that it makes others sad to have things like that said to them

ANSWERS TO ASSIGNMENT SHEETS

Situation V

A. Teacher should say to child, "I like the food served, don't spoil the food for the rest of the children."

B. Have child taste food. He/she might decide that it wasn't disliked after all.

Assignment Sheet #7--Evaluated to the satisfaction of the instructor

Assignment Sheet #8--Evaluated to the satisfaction of the instructor

PRESCHOOL-AGE CARE
UNIT III

TEST

NAME ________________________________ SCORE ______________

1. Match terms associated with preschool-age care to the correct definitions. Write the correct numbers in the blanks.

_____a. Growth responsibilities that arise at or about a certain time in life in which successful accomplishment leads to success in later tasks

_____b. Child from three years to five years old

_____c. Areas in the center planned for activities to help children achieve developmental tasks

1. Preschool-age
2. Developmental tasks
3. Learning centers

2. Select from the following list developmental tasks of preschool-age children. Write an "X" in the blanks before the correct answers.

_____a. Learn to count

_____b. Learn to write name

_____c. Learn sex differences

_____d. Learn to color

_____e. Learn to tell right from wrong

_____f. Able to care for self

_____g. Learn to share

_____h. Learn about their surroundings

_____i. Learn to sing

_____j. Learn to relate to parents, siblings, and others

3. Distinguish among characteristics of three-, four-, and five-year-old children. Write a "3" in the blanks before statements describing three-year-olds, a "4" in the blanks before statements describing four-year-olds, and a "5" in the blanks before statements describing five-year-olds.

_____a. Follows directions with two or three parts

_____b. Begins group play

_____c. Asks "why" often

_____d. Imitates or "parrots" what others say or do

TEST

______e. Tries to use language in a grown-up way; knows 1,500-2,000 words

______f. Labels most familiar objects and can tell about them

______g. Has trouble separating fact from fantasy; is good at making up stories and has imagination that often causes fear and worry

______h. Able to skip

______i. Shows some ability to act on own

______j. May forget to use bathroom until it is too late

______k. Able to express ideas and feelings freely and clearly; uses words to organize and help in thinking; knows 2,000-2,500 words

______l. Forms special friendships

______m. Is hard to discipline because of self-determination

______n. Can follow directions but will often question

______o. Has good bathroom habits

______p. Begins to have self-confidence and to trust others

______q. Can be patient in waiting for needs to be met

______r. Can refer to events of yesterday and look forward to events tomorrow

4. Select from the following list advantages of a good care center for preschool-age children. Write an "X" in the blanks before the correct answers.

______a. Increases sibling rivalry

______b. Teaches good manners and sharing

______c. Helps children to rely on themselves rather than family

______d. Helps teach good toileting habits

______e. Provides enrichment experiences

______f. Encourages awareness of others

______g. Helps prepare children for school routine

______h. Helps children achieve developmental tasks

TEST

5. Describe ways to work with preschool-age children.

   a. Giving suggestions or directions-- ______________________________

   b. Respecting children as separate human beings-- ______________________________

   c. Maintaining limits-- ______________________________

6. Name five learning centers often found in a preschool-age care center.

   a. ______________________________

   b. ______________________________

   c. ______________________________

   d. ______________________________

   e. ______________________________

TEST

7. Select from the following list what to consider in planning meals and snacks for preschool-age children. Write an "X" in the blanks before the correct answers.

_____a. Simple foods

_____b. Foods that are fun to eat

_____c. Large amounts so they can have plenty to eat

_____d. Basic four food groups to plan nutritious meals and snacks

_____e. Finger foods

_____f. Two or three new foods introduced during one meal

_____g. Bright food colors when possible

_____h. Variety of foods

_____i. Sugared foods

8. List four responsibilities preschool-age children can assume.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

9. Complete the following chart of activities that stimulate preschool-age children. Fill in five activities and purposes for each in the blanks provided.

ACTIVITY	PURPOSE OF ACTIVITY
a. ____________ ____________ ____________	____________ ____________ ____________
b. ____________ ____________ ____________	____________ ____________ ____________
c. ____________ ____________ ____________	____________ ____________ ____________

TEST

ACTIVITY	PURPOSE OF ACTIVITY
d. ______________ ______________ ______________	______________ ______________ ______________
e. ______________ ______________ ______________	______________ ______________ ______________

(NOTE: Test questions 10 through 17 are assignment sheets. They are an important part of this unit. If they have not been completed, check with your instructor.)

10. Observe preschool-age children's caregiver.
11. Evaluate preschool-age care center.
12. Select a book for preschool-age children.
13. Select toys and play equipment for preschool-age children.
14. Plan and prepare nutritious snacks and meals for preschool-age children.
15. Recommend ways to handle situations typical of preschool-age children.
16. Develop a daily schedule for preschool-age children.
17. Research licensing standards for caregivers and care centers serving preschool-age children.

PRESCHOOL-AGE CARE
UNIT III

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The points designated in parentheses are intended to be guidelines and should be adapted to meet the needs of each teaching-learning process. The point total is 300.)

1. (6 points)

   a. 2

   b. 1

   c. 3

2. (20 points)

   c, e, f, h, j

3. (36 points)

   a. 5
   b. 3
   c. 3
   d. 3
   e. 4
   f. 4
   g. 4
   h. 5
   i. 5
   j. 3
   k. 5
   l. 4
   m. 4
   n. 4
   o. 5
   p. 4
   q. 5
   r. 5

4. (16 points)

   b, c, e, f, g, h

5. (15 points)

   Descriptions should include:

   a. 1) Be positive

      2) Speak slowly and in short sentences

      3) Be patient; many lessons need many reminders

      4) Give only one direction at a time

      5) Keep in mind that children tend to be slow

      3) If one way does not work, wait awhile and try another

ANSWERS TO TEST

b.
  1) Let children do things for themselves rather than being constantly dependent on adults
  2) Ask yourself why children behave in certain ways
  3) Laugh *with* children and not *at* them
  4) Try to look at world on children's level

c.
  1) Give children choices only when you intend to accept their decisions
  2) Redirect a child's interest or activities away from "no-no's"
  3) Overlook many small mistakes
  4) Protect children's health
  5) Let children choose, even make mistakes, within limits of physical safety and good moral behavior

6. (5 points)

Any five of the following:

a. Science center
b. Art center
c. Housekeeping center
d. Library center
e. Manipulative center
f. Music center
g. Playground
h. Building block center
i. Carpentry center
j. Sensory center
k. Language arts center

7. (18 points)

a, b, d, e, g, h

ANSWERS TO TEST

8. (4 points)

Any four of the following:

a. Wash and dry face and hands

b. Use toilet

c. Feed self

d. Carry dishes to kitchen

e. Help prepare simple foods

f. Set table

g. Choose clothing

h. Dress self

i. Put away toys after each play period or at specific times

j. Bathe self

k. Brush teeth

l. Hang up coat or sweater

m. Make bed

n. Fold simple laundry items

o. Button fronts

p. Put shoes on

q. Tie shoes

r. Zip jacket

s. Use fork and knife

t. Sit at table for group/family meals

u. Pour liquids without spilling

v. Play without interruption for at least one hour

ANSWERS TO TEST

9. (20 points)

Any five of the following:

ACTIVITY	PURPOSE OF ACTIVITY
Encourage child to participate in dramatic play center	Teaches roles
Read to child	Teaches new words and concepts
Take trip to the zoo	Enlarges child's world and provides practice in naming animals
Set up an aquarium	Teaches child about fish and their care
Help child prepare simple recipe that is written with drawings that he/she can follow with minimum help	Helps child grasp cooking concepts and helps child feel productive and worthwhile
Take walk to park with children and allow each to pick up a rock or stick; set up "rock collection" at center	Teaches child about world; teaches concepts of smaller and larger; teaches differences in colors
Help child plant a seed, care for it, and watch it grow	Teaches child about plants, soil and how things grow
Allow child to participate in creative art experience	Encourages creativity while teaching eye-hand coordination
Help child sing songs	Teaches words, memory development and rhythm
Teach fingerplays and poems	Teaches words, motions, coordination
Allow child to play on playground equipment	Helps develop motor coordination

10. Evaluated to the satisfaction of the instructor (20 points)
11. Evaluated to the satisfaction of the instructor (15 points)
12. Evaluated to the satisfaction of the instructor (30 points)
13. Evaluated to the satisfaction of the instructor (30 points)
14. Evaluated to the satisfaction of the instructor (25 points)
15. Evaluated to the satisfaction of the instructor (20 points)
16. Evaluated to the satisfaction of the instructor (10 points)
17. Evaluated to the satisfaction of the instructor (10 points)

SCHOOL-AGE CARE
UNIT IV

UNIT OBJECTIVE

After completing this unit, the student should be able to provide care for school-age children to ensure that their needs are met. This knowledge will be shown by completing assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with school-age care to the correct definitions.
2. Select from a list facts to remember about school-age children.
3. Match characteristics of school-age children to their grade levels.
4. Select from a list responsibilities of caregivers of school-age children.
5. List activities and supplies that help the school-age child with schoolwork.
6. List activities for after-school care of school-age children.
7. Observe caregiver of school-age children.
8. Plan outdoor and indoor activities for school-age children.
9. Recommend ways to handle situations typical of school-age children.
10. Recommend ways to help school-age children face crisis situations.
11. Develop a daily schedule for school-age children.
12. Research licensing standards for caregivers and care centers serving school-age children.

SCHOOL-AGE CARE
UNIT IV

SUGGESTED ACTIVITIES

I. **Suggested activities**

A. Order films, filmstrips or other materials planned to supplement unit.

1. Draper, Thomas; Ganong, Marilyn Coleman; and Goodell, Virginia. *See How They Grow: Concepts in Child Development and Parenting.* New York: Butterick Publishing, 1980. (Chapters 17, 18, 19, and 20.)

(NOTE: Develop a file of reference materials for students to use while completing Assignment Sheet #2. You might consider the following references.)

2. Blau, Rosalie; Brady, Elizabeth H.; Bucher, Ida; Hiteshew, Becky; Zavitskovsky, Ann; and Zavitskovsky, Docia. *Activities for School-Age Child Care.* Washington, D.C.: National Association for the Education of Young Children, 1977. Available from National Association for the Education of Young Children; 1834 Connecticut Avenue, N.W.; Washington, D.C. 20009.

3. Flemming, Bonnie Mack; and Hamilton, Darlene Softley. *Resources for Creative Teaching in Early Childhood Education.* Songs and parodies by JoAnne Deal Hicks. New York: Harcourt, Brace, Jovanovich, 1977.

B. Provide students with objective sheet.

C. Provide students with information and assignment sheets.

D. Discuss unit and specific objectives.

E. Discuss information and assignment sheets.

F. Adapt materials for special needs students.

G. Assist students in making arrangements to complete Assignment Sheet #1.

H. Invite a panel of resource people, such as a doctor, dietitian, child psychologist, guidance counselor, and parent, to discuss characteristics of school-age children.

I. Have students interview school-age children's food likes and dislikes. Compile a master list of these foods and discuss in class.

J. Record conversations of children five through twelve years in age. Compare their language development.

K. Roleplay situations typical of school-age children to supplement Assignment Sheet #3.

L. Have students compile a list of local agencies that offer after-school care for school-age children, such as YWCA, YMCA, or City Parks Program.

M. Assign outside readings from *See How They Grow: Concepts in Child Development and Parenting,* chapters 17, 18, 19, and 20.

SUGGESTED ACTIVITIES

N. Arrange for a resource person to come to class to discuss various ways parents can be involved in after-school care program.

O. Develop a long-range after-school care schedule for one month, providing daily and weekly activities for children 5-12 years in age. Be sure to include in your plan a choice of activities for children of various ages. Implement some part of your schedule with the children in an after-school setting.

P. Plan and prepare a simple nutritious snack suitable for school-age children in an after-school care setting.

Q. Have students demonstrate at least one activity appropriate for personal development, one for leisure pursuits, and one for a group activity, using free or low-cost materials.

R. Have students roleplay crises that school-age children are often faced with. This will supplement Assignment Sheet #4.

S. Help students brainstorm a list of questions, frequently asked by school-age children, and demonstrate a positive way to answer each.

T. Give test.

U. Reteach if necessary.

II. Instructional materials

A. Objective sheet

B. Suggested activities

C. Information sheet

D. Assignment sheets

1. Assignment Sheet #1--Observe Caregiver of School-age Children
2. Assignment Sheet #2--Plan Outdoor and Indoor Activities for School-age Children
3. Assignment Sheet #3--Recommend Ways to Handle Situations Typical of School-age Children
4. Assignment Sheet #4--Recommend Ways to Help School-age Children Face Crisis Situations
5. Assignment Sheet #5--Develop a Daily Schedule for School-age Children
6. Assignment Sheet #6--Research Licensing Standards for Caregivers and Care Centers Serving School-age Children

E. Answers to assignment sheets

SUGGESTED ACTIVITIES

F. Test

G. Answers to test

III. Unit references

A. Atlanta Public Schools. *Competency Based Child Care and Development Occupations.* Washington, D.C.: U.S. Government Printing Office, 1974.

B. Benson, Ann. *Occupational Child Development.* Stillwater: Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1975.

C. Draper, Thomas; Ganong, Marilyn Coleman; and Goodell, Virginia. *See How They Grow: Concepts in Child Development and Parenting.* New York: Butterick Publishing, 1980.

D. Truitt, Debbie; and Benson, Ann. *Home Economics II: Basic Core.* rev. ed. Stillwater: Oklahoma State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1980.

SCHOOL-AGE CARE
UNIT IV

INFORMATION SHEET

I. Terms and definitions

  A. School-age--Five to twelve years of age

  B. Moral development--Child's sense of "right" and "wrong" based on rules established and enforced by adults

II. Facts to remember about school-age children (Assignment Sheets #3 and #4)

  A. There are sharp differences in individual rates of physical development

  B. Growth takes place in spurts

  C. Various body parts may grow faster than others

  D. Girls generally develop faster than boys

  E. Gross and fine motor abilities, coordination, and body control improve steadily

  F. Weight, both under and over, may be a problem needing medical attention

  G. Younger children refuse to try new foods, while older children are willing to try new foods

  H. As children approach adolescence, they are more interested in appearance, hygiene, and health

  I. Dental hygiene is important because the permanent teeth are starting to come in

  J. Visual or hearing problems may be identified

  K. Children understand safety rules better

  L. Children are now in the period of concrete operations

  M. Children understand more complex classifications

  N. Vocabulary is growing fast

  O. Most children are reading by end of first grade

  P. Children are developing morals, using rules taught to them by adults

  Q. Belonging to a group is important

  R. Friendships change quickly at these ages

  S. Children tend to divide into groups of boys and groups of girls

INFORMATION SHEET

   T. Success or failure in schoolwork influences the child's self image

   J. Emotional growth alternates from stable to unstable

III. Characteristics of school-age children and their grade levels (Assignment Sheet #5)

   A. First and second grades

      1. Are extremely active and interested in large muscle activity
      2. Enjoy rhythmic activity
      3. Cannot stay at one activity for a long period
      4. Become restless when they cannot be active
      5. Enjoy climbing
      6. Like to do things over and over again
      7. Get tired easily

   B. Third and fourth grades

      1. Learn to cooperate with other children
      2. Desire recognition for personal accomplishment
      3. Like excitement and adventure
      4. Can stay with one activity for a longer period
      5. Do not get tired as fast
      6. Enjoy rough-and-tumble action
      7. Want to belong to a group

   C. Fifth and sixth grades

      1. Enjoy competition
      2. Care more about the team than themselves when playing games
      3. Need vigorous activity
      4. Want approval of peers
      5. Show great differences in skill and coordination

IV. Responsibilities of caregivers of school-age children (Assignment Sheets #1 and #6)

   A. Praise children's accomplishments

   B. Use positive statements

INFORMATION SHEET

- C. Give individual attention to each child
- D. Include a child in a group if left out
- E. Offer children an opportunity to select things, such as activities, toys, or foods
- F. Involve parents in an after-school care program
- G. Plan and supervise outdoor and indoor play
- H. Guide children who disagree
- I. Respond to child's growing interest and curiosity
- J. Understand emotional differences in children and provide for them
- K. Meet and assist center in meeting licensing standards
- L. Create a safe and healthy environment for children
- M. Meet nutritional requirements of children
- N. Obtain services available through the community
- O. Understand developmental differences among children of various levels

V. Activities and supplies that help the school-age child with schoolwork (Assignment Sheet #2)

- A. Collection of easy-to-read books
- B. Opportunities for cutting, pasting, writing, and drawing
- C. Educational games
- D. Singing and listening to records
- E. Games and charts for learning color concepts
- F. Simple science experiments
- G. Individual clocks

  (NOTE: Learning to tell time is often a difficult concept for the child. Individual clocks provide children with the opportunity to practice telling time and can be easily made from materials such as paper plates.)
- H. Chalkboards for practicing arithmetic problems and spelling
- I. Seasonal and weather charts
- J. Excursions to places of interest

  EXAMPLES: Utility companies; fire station; library; plays; children's movies; school athletic events

INFORMATION SHEET

K. Opportunities to do homework

L. Creative art work

(NOTE: Creative art activities could include puppet shows, simple skits and plays, and simple talent shows.)

M. Art projects with a special purpose

N. Reading material other than books

(NOTE: Good magazines which can be bought at most newsstands are *Children's Digest, Jack and Jill, Highlights for Children,* and *Child Life.*)

VI. Activities for after-school care of school-age children (Assignment Sheet #2)

A. Dancing

B. Art

C. Free play

D. Library study

E. Wood work

F. Games

G. Aerobics

H. Outdoor play

I. Cooking

J. Building models

K. Field trips

L. Trampoline

M. Badminton

N. Guitar

O. Volleyball

P. Softball

Q. Soccer

R. Swimming

S. Sewing

T. Leather work

INFORMATION SHEET

U. Ceramics

V. Piano

W. Other crafts

X. Organized clubs

Y. Assisting with activities for younger children

SCHOOL-AGE CARE
UNIT IV

ASSIGNMENT SHEET #1--OBSERVE CAREGIVER OF SCHOOL-AGE CHILDREN

NAME ______________________________ SCORE ______________

This assignment should be completed while observing a caregiver of school-age children. This person could be a parent of a school-age child, a teacher of school-age children grades one through six, or the person responsible for caring for the school-age group in a child care center.

Keep in mind that observation reports will vary depending on the setting you are in and the age of the child or children. They will also vary depending on the time of day and length of observation. The previous experience of the caregiver may also affect the responses made to meeting the needs of and caring for school-age children.

PART I

Use unit information and other resources to help you complete this assignment. Take time to discuss your observations as a class when the assignment is complete. Keep in mind that observation reports are confidential information.

Location of observation--______________________________

Experience of the caregiver--______________________________

____

Number of children being cared for--______________________________

Number of school-age children being cared for--______________________________

Date-- ______________________ Time of observation-- ______________

Length of observation--______________________________

PART II

Describe as many situations as possible in which there was evidence of the caregiver doing each of the following:

A. Praising children's accomplishments--______________________________

____

____

____

____

ASSIGNMENT SHEET #1

B. Using positive statements--

C. Giving individual attention to each child--

D. Including a child in a group, if left out--

E. Offering children an opportunity to select things, such as activities, toys, or food--

F. Involving parents in an after-school care program--

ASSIGNMENT SHEET #1

G. Planning and supervising outdoor and indoor play of children--____________________

____

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H. Guiding children who disagree--________________________________

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I. Responding to child's growing interest and curiosity--____________________

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J. Understanding differences in emotions displayed by children and ways of providing for them--____

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K. Creating a safe and healthy environment for children--____________________

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ASSIGNMENT SHEET #1

L. Meeting nutritional requirements of children--

M. Obtaining services available through the community

EXAMPLES: Field trip possibilities; parks program

N. Understanding developmental differences among children of various levels--

ASSIGNMENT SHEET #1

PART III

A. What special techniques did the caregiver use in working with the school-age children?

B. In what ways do you feel that the caregiver did a good job working with the school-age children?

SCHOOL-AGE CARE
UNIT IV

ASSIGNMENT SHEET #2--PLAN OUTDOOR AND INDOOR ACTIVITIES FOR SCHOOL-AGE CHILDREN

NAME ______________________________ SCORE ____________

Planning activities for school-age children is challenging. It can also be frustrating if you are not aware of where the child is developmentally. Study unit information and use other references, such as catalogs, textbooks, and magazines, as you describe five indoor and five outdoor activities for school-age children. List the purpose of each activity that you describe.

OUTDOOR ACTIVITY	PURPOSE OF ACTIVITY
EXAMPLE: Run relay races	Release physical and emotional energy: improve gross motor skills; provide social interaction to improve social skills
A. ____________ ____________	____________ ____________ ____________ ____________
B. ____________ ____________	____________ ____________ ____________ ____________
C. ____________ ____________	____________ ____________ ____________ ____________

ASSIGNMENT SHEET #2

OUTDOOR ACTIVITY	PURPOSE OF ACTIVITY
D.	
E.	

INDOOR ACTIVITY	PURPOSE OF ACTIVITY
EXAMPLE: Perform a puppet play	Promotes creativity and cooperation; provides practice of fine motor skills; improves self-concept
A.	
B.	

ASSIGNMENT SHEET #2

INDOOR ACTIVITY	PURPOSE OF ACTIVITY
C. ____________________ ____________________	____________________ ____________________ ____________________ ____________________
D. ____________________ ____________________	____________________ ____________________ ____________________ ____________________
E. ____________________ ____________________	____________________ ____________________ ____________________ ____________________

SCHOOL-AGE CARE
UNIT IV

ASSIGNMENT SHEET #3--RECOMMEND WAYS TO HANDLE SITUATIONS TYPICAL OF SCHOOL-AGE CHILDREN

NAME ______________________________ SCORE ______________

Described are several situations that are typical of school-age children. Read each of the situations carefully and recommend the caregiver's role in handling the situations described. These situations represent common occurrences among school-age children. The caregiver's role must be that of a "friendly referee." Write your recommendation to the caregiver for handling each situation.

SITUATION I

Terry bullies smaller children on the playground. The teacher sees Terry snatch a toy away from another child.

How could the caregiver handle this situation?

____

____

____

____

____

SITUATION II

Sallie uses foul language when talking to other children. A much younger child overhears Sallie's discussion and tells the teacher what she heard. She wants to know the meaning of the word Sallie used.

How could the caregiver handle this situation?

____

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ASSIGNMENT SHEET #3

SITUATION III

Children in Ann's class are always making fun of her because of her physical handicap.

How could the caregiver handle this situation?

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SITUATION IV

Tim takes ballet with a group of girls. The boys at school have found out and are making fun of Tim.

How could the caregiver handle this situation?

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SITUATION V

Linda's last name is Jon. The children at school are making fun of her last name.

How could the caregiver handle this situation?

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SCHOOL-AGE CARE
UNIT IV

ASSIGNMENT SHEET #4--RECOMMEND WAYS TO HELP SCHOOL-AGE CHILDREN FACE CRISIS SITUATIONS

NAME ______________________________ SCORE ______________

School-age children tend to be faced with many crisis situations. During the ages from 5 to 12 years many children see their parents divorce; are faced with the death of grandparents; observe older brothers or sisters experiment with drugs and alcohol; and are even exposed to family violence. Helping a school-age child face such crisis situations and adjust favorably is a goal that all caregivers of school-age children have. Described below are several crisis situations that school-age children are faced with. Write your recommendation for ways that you, as the caregiver, would help the school-age child face the situations.

SITUATION I

Julie's mom and dad seem to argue all the time. Julie is often made to feel responsible for the disagreements. She often goes to the care center in tears.

How could the caregiver handle this situation?

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SITUATION II

Mark's little dog was run over and killed by a car. Mark is having problems adjusting and is very upset that his dog cannot be brought back to life.

How could the caregiver handle this situation?

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____

ASSIGNMENT SHEET #4

SITUATION III

Martin's parents are divorcing. He feels responsible for the divorce.

How could the caregiver handle this situation?

SITUATION IV

Tina's best friend moved to a town 25 miles away. She misses her friend and fears she'll never see her again.

How could the caregiver handle this situation?

SITUATION V

Becky tried out for cheerleader and didn't make the squad. She feels that the try-outs were "rigged" and that she did not have a fair chance.

How could the caregiver handle this situation?

SCHOOL-AGE CARE
UNIT IV

ASSIGNMENT SHEET #5--DEVELOP A DAILY SCHEDULE FOR SCHOOL-AGE CHILDREN

NAME ______________________________ SCORE ______________

Schedules for school-age children should be well-planned but still allow for differences in ages and development. There should be opportunities for learning activities as well as for free and group time.

PART I

Well, guess what . . . it is your turn to plan the day's activities for the school-age group, ages 5-12 years, in the summer day camp where you are working. Study the example that follows, read textbooks, visit with other caregivers, or use other resources as you plan a daily schedule for a group of school-age children. Next, make plans for a group of school-age children enrolled in after-school care. Study the example that follows. Plans should include times and activities.

SAMPLE DAILY SCHEDULE

SCHOOL-AGE--ALL DAY CARE

TIME	ACTIVITIES
8:00	Arrival
8:00-9:00 a.m.	Large group activities in matroom
	Dodge ball; Snake in the Grass
9:00-10:30 a.m.	Arts and crafts activities
	Paint relief; lanyards; collages; clay sculpture
10:30-10:45 a.m.	Snacks
10:45-10:55 a.m.	Walk to library
10:55-11:50 a.m.	Library activities
	Guest speaker; movie; puppet show
11:50-12:00 a.m.	Travel time to park
12:00-1:00 p.m.	Lunch
1:00-3:00 p.m.	Outdoor small group activities
	Fishing; soccer; scavenger hunt; trash auction
3:00-3:10 p.m.	Travel to care center
3:10-3:20 p.m.	Dress for swimming

ASSIGNMENT SHEET #5

TIME	ACTIVITIES
3:20-4:20 p.m.	Swim
4:20-4:30 p.m.	Get dressed
4:30-5:30 p.m.	Quiet small group activities until parents pick up children
	Card games; Monopoly; Candy Land; wood block center

SAMPLE DAILY SCHEDULE

SCHOOL-AGE--AFTER-SCHOOL CARE

TIME	ACTIVITIES
3:30-4:00 p.m.	Arrival
4:00-4:10 p.m.	Snack
4:10-4:20 p.m.	Travel to park
4:20-4:50 p.m.	Outdoor games and crafts
	Tag; Capture the Flag; nature walks; and leaf prints
4:50-5:00 p.m.	Take roll and travel back to care center
5:00-5:30 p.m.	Small group activities until parents pick up children
	Movie; dodge ball; basketball; Mr. Midnight; building with logs

ASSIGNMENT SHEET #5

DAILY SCHEDULE

SCHOOL-AGE--ALL DAY CARE

TIME **ACTIVITIES**

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ASSIGNMENT SHEET #5

TIME **ACTIVITIES**

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ASSIGNMENT SHEET #5

DAILY SCHEDULE

SCHOOL-AGE–AFTER-SCHOOL CARE

TIME **ACTIVITIES**

ASSIGNMENT SHEET #5

PART II

A. Study the plan for all-day care that you have just completed. In what ways does it allow opportunities for learning activities as well as for free and group time?

1. Learning activities--______________________________

____

____

2. Free time--______________________________

____

____

3. Group time--______________________________

____

____

B. List the ways you feel your plan for all-day care is good--______________________________

____

____

C. Study the plan for after-school care. In what ways does it allow opportunities for learning activities, as well as free and group time.

1. Learning activities--______________________________

____

____

2. Free time--______________________________

____

____

3. Group time--______________________________

____

____

D. List the ways you feel your plan for after-school care is good--______________________________

____

____

SCHOOL-AGE CARE
UNIT IV

ASSIGNMENT SHEET #6--RESEARCH LICENSING STANDARDS FOR CAREGIVERS AND CARE CENTERS SERVING SCHOOL-AGE CHILDREN

NAME ______________________ SCORE ____________

Licensing standards are established through various national, state, and county agencies. In Oklahoma, the Department of Human Services has this responsibility. They continually update and revise their licensing standards as necessary.

Identify the agency responsible for licensing standards in your state and community. Contact this agency and interview an employee, or obtain written information to research licensing standards for caregivers and care centers serving school-age children. Use the information obtained as you complete this assignment.

A. Agency responsible for licensing standards--______________________

____

B. List two licensing standards required of caregivers of school-age children.

1. ______________________

____

2. ______________________

____

C. List five licensing standards required of school-age care centers.

1. ______________________

____

2. ______________________

____

3. ______________________

____

4. ______________________

____

5. ______________________

____

SCHOOL-AGE CARE
UNIT IV

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1--Evaluated to the satisfaction of the instructor

Assignment Sheet #2--Evaluated to the satisfaction of the instructor

Assignment Sheet #3

(NOTE: Answers may vary.)

Situation I--Give Terry responsibilities to keep him busy.

Situation II--Explain to Sallie that this type of language is not used at school.

Situation III

A. Ask other children to help make Ann feel better about herself.

B. Give handicapped child things to do that will increase her feeling of self-worth.

Situation IV

A. Explain to children that even professional coaches have their athletes enroll in ballet.

B. Organize class to go watch Tim perform.

Situation V--Teach child to not react and to ignore children's comments.

Assignment Sheet #4

(NOTE: Answers may vary.)

Situation I

A. Talk to parents and inform them of Julie's problem.

B. Talk to Julie, explaining to her that she is not responsible for arguments.

Situation II

A. Allow child to bring picture of pet to care center.

B. Have "memorial service" for dog.

C. Allow child to talk about dog.

Situation III

A. Talk to parents informing them of problem.

B. Talk with Martin, assuring him that his parent's love for him will go unchanged.

ANSWERS TO ASSIGNMENT SHEETS

Situation IV

A. Help Tina write her friend a letter or draw pictures.

B. Talk to parents about making a phone call to friend.

C. Help get child involved with other children.

Situation V

A. Allow Becky to teach younger children her cheerleading skills.

B. Help Becky get involved in other activities.

Assignment Sheet #5--Evaluated to the satisfaction of the instructor

Assignment Sheet #6--Evaluated to the satisfaction of the instructor

SCHOOL-AGE CARE
UNIT IV

TEST

NAME ______________________________ SCORE ________________

1. Match terms associated with school-age care to the correct definitions. Write the correct numbers in the blanks.

_____a. Five to twelve years of age

_____b. Child's sense of "right" and "wrong" based on rules established and enforced by adults

1. Moral development
2. School-age

2. Select from the following list facts to remember about school-age children. Write an "X" in the blanks before the correct answers.

_____a. There are sharp differences in individual rates of physical development

_____b. Growth takes place gradually and evenly

_____c. Friendships change quickly at these ages

_____d. Body parts grow at the same rate

_____e. Emotional growth alternates from stable to unstable

_____f. Children of all ages like to try new foods

_____g. Children understand more complex classifications

_____h. Vocabulary is growing fast

_____i. Gross and fine motor abilities, coordination, and body control improve steadily

_____j. Belonging to a group is not important

3. Match characteristics of school-age children to the correct grade levels. Write the correct numbers in the blanks.

_____a. 1) Enjoy competition

2) Care more about the team than themselves when playing games

3) Need vigorous activity

4) Want approval of peers

5) Show great differences in skill and coordination

1. First and second grades
2. Third and fourth grades
3. Fifth and sixth grades

TEST

_____b. 1) Are extremely active and interested in large muscle activity

2) Enjoy rhythmic activity

3) Cannot stay at one activity for a long period

4) Become restless when they cannot be active

5) Enjoy climbing

6) Like to do things over and over again

7) Get tired easily

_____c. 1) Learn to cooperate with other children

2) Desire recognition for personal accomplishment

3) Like excitement and adventure

4) Can stay with one activity for a longer period

5) Do not get tired as fast

6) Enjoy rough-and-tumble action

7) Want to belong to a group

4. Select from the following list responsibilities of caregivers of school-age children. Write an "X" in the blanks before the correct answers.

_____a. Use negative statements

_____b. Praise children's accomplishments

_____c. Meet nutritional requirements of children

_____d. Create an unsafe environment for children

_____e. Involve parents in an after-school care program

_____f. Respond to child's growing interest and curiosity

_____g. Provide children rigid schedules with no free time

TEST

5. List five activities and supplies that help the school-age child with schoolwork.

a. ____________________

b. ____________________

c. ____________________

d. ____________________

e. ____________________

6. List six activities for after-school care of school-age children.

a. ____________________

b. ____________________

c. ____________________

d. ____________________

e. ____________________

f. ____________________

(NOTE: Test questions 7 through 12 are assignment sheets. They are an important part of this unit. If they have not been completed, check with your instructor.)

7. Observe caregiver of school-age children.

8. Plan outdoor and indoor activities for school-age children.

9. Recommend ways to handle situations typical of school-age children.

10. Recommend ways to help school-age children face crisis situations.

11. Develop a daily schedule for school-age children.

12. Research licensing standards for caregivers and care centers serving school-age children.

SCHOOL-AGE CARE
UNIT IV

ANSWERS TO TEST

(NOTE: It may be helpful to use your blank test to make a test key. The points designated in parentheses are intended to be guidelines and should be adapted to meet the needs of each teaching-learning process. The point total is 200.)

1. (4 points)

   a. 2

   b. 1

2. (20 points)

   a, c, e, g, h, i

3. (6 points)

   a. 3

   b. 1

   c. 2

4. (14 points)

   b, c, e, f

5. (5 points)

   Any five of the following:

   a. Collection of easy-to-read books

   b. Opportunities for cutting, pasting, writing, and drawing

   c. Educational games

   d. Singing and listening to records

   e. Games and charts for learning color concepts

   f. Simple science experiments

   g. Individual clocks

   h. Chalkboards for practicing arithmetic problems and spelling

   i. Seasonal and weather charts

   j. Excursions to places of interest

   k. Opportunities to do homework

ANSWERS TO TEST

l. Creative art work

m. Art projects with a special purpose

n. Reading material other than books

6. (6 points)

Any six of the following:

a. Dancing
b. Art
c. Free play
d. Library study
e. Wood work
f. Games
g. Aerobics
h. Outdoor play
i. Cooking
j. Building models
k. Field trips
l. Trampoline
m. Badminton
n. Guitar
o. Volleyball
p. Softball
q. Soccer
r. Swimming
s. Sewing
t. Leather work
u. Ceramics
v. Piano
w. Other crafts
x. Organized clubs
y. Assisting with activities for younger children

7. Evaluated to the satisfaction of the instructor (20 points)

8. Evaluated to the satisfaction of the instructor (40 points)

9. Evaluated to the satisfaction of the instructor (25 points)

10. Evaluated to the satisfaction of the instructor (25 points)

11. Evaluated to the satisfaction of the instructor (25 points)

12. Evaluated to the satisfaction of the instructor (10 points)